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Closing date for applications 9 January, 1976.

The Times

Higher Education Supplement

Special Numbers for 1976

A list of the special numbers due for publication in 1976 will shortly be available.

If you would like a copy of this list please write to The Advertisement Manager, The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 9EZ.

THE TIMES
Higher Education
SUPPLEMENTDevolution plans spark
CNNA break-up fears

by David Walker and David Hencke

The Government's devolution proposals could lead to the break up of such bodies as the Council for National Academic Awards, the Council for Educational Technology and the British Library. It was feared this week.

Such bodies, some of whose members could be nominated by the national assemblies under the terms of the devolution White Paper, could be forced to set up separate administrative bodies in Edinburgh. Alternatively the Scottish government might end their responsibilities in Scotland and make its own arrangements.

The full implications of the White Paper for "nominated bodies" are not yet clear, but the CNNA, for example, is likely to argue strongly against setting up a separate validating body for Scotland, with the support of most Scottish further education teachers.

Dr Edwin Korn, chief officer of the CNNA, said this week that the council would be replying to the Department of Education in February.

The White Paper's main proposals on education have not surprised the universities or the Scottish further education sector.

Dr Peter Clarke, principal of Robert Gordon's College of Technology in Aberdeen confirmed that they were very much as expected.

Although he did not see the proposals altering further education in Scotland very much, he admitted that Scottish people might begin to make a distinction between the central institutions and further education colleges under the Scottish Education Department and the universities under University Grants Committee control.

Staff at Paisley College, another central institution, thought that the Scottish government would continue to build up further education in the same manner as the Scottish Education Department did at present.

Most Scottish vice-chancellors follow the line of the Committee of Vice-Chancellors and Principals which this week warmly welcomed the White Paper proposal on the universities and the maintenance of the United Kingdom-wide UGC.

6 in 10 CNAA students
come from FE

by Brian MacArthur

Nearly six in ten of the students starting degree courses of the Council for National Academic Awards in autumn 1975 had not spent the previous year in a school.

A new volume of Statistics of Education shows that 4,230 (31 per cent) of the 13,810 students entering CNAA courses in 1975, had been in further education, 2,940 had not been in an educational institution and 330 (2.4 per cent) had been in universities. One in 10 of the students had been on part-time or evening courses in further education.

According to the new statistics there were 156,704 students in polytechnics in November 1973, of whom:

- 36,242 were women;
- 35,326 were on CNAA first degrees;
- 5,971 were on university first degrees;
- 116,496 were on advanced courses (beyond A level);
- 78,051 were on part-time courses.

There were 153,559 students registered on university adult education courses. Some 56,857 (69 per cent) out of 82,416 on tutorial, seasonal or term-time courses attended regularly. The Workers' Educational Association had 112,332 registered students. In the same categories, 41,794 (78 per cent) out of 53,814 were "effective" in this way.

The number of students enrolled at grant-aided further education establishments increased by 33 per cent between 1963 and 1973, rising from 2,643,000 to 3,518,000.

The growth in full-time and sandwich students was even bigger over the same period—up from 176,000 to 304,000, a rise of 73 per cent. The number of students on day-release from employment, however, continued to fall.

Within the overall student total, the proportion of women on further education courses rose again in 1975. In 1974, 32.5 per cent of the 1,174,887 students enrolled went up by 110,496 to 1,174,887 (a rise of 10 per cent), which accounted for a large part of the total increase in further education enrolments.

Male enrolments at evening institutes also rose slightly, but there was an overall decline in the numbers of men enrolled at other grant-aided establishments.

The number of students, mainly aged 18 and over, on post A-level courses continued to rise, going up from 268,000 in 1972 to 268,321 in 1973 (up 0.1 per cent). Those attending on a full-time basis exceeded 100,000 for the first time.

The number of overseas students enrolled on full-time and sandwich courses rose by about 5,000 in 1975 to 25,500, an increase of 23 per cent. The total, the number of students on advanced courses rose from 6,950 in 1972 to 10,179 in 1975, an increase of 27 per cent. More than half the overseas students were from Asian countries.

Educational institutions attended in previous year by all entrants to CNAA courses

School	Number	Percentage
Further Education	4,230	31.2
None	2,940	21.3
University	330	2.4
Other	470	3.4
Percentage of good honours 1973		
Engineering	453	21.7
Science	379	21.7
Social Studies	421	21.7
Arts	67	21.7
Total	1,340/6,069	21.7
(21)	1,129	18.5

Statistics of Education, volume 9: Further Education 1973; HMSO, £3.75

NEXT WEEK

University pecking order
Split-site campuses
Four pages of religion books
Review of a new Edith Wharton biography
Christopher Cornford: art schools

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Higher Education
SUPPLEMENT

December 12, 1975. No. 216

Price 12p

More cuts will hit universities' national efforts, v-cs say

by David Walker

University vice-chancellors told the government this week that financial economies could go no further without seriously undermining the universities' national role.

In a major statement the Committee of Vice-Chancellors and Principals urged the Government to restore long term financial planning and rectify the "injustice" done to university teachers over their salary claim.

It said: "Universities have had no alternative but to make extensive expenditure cuts of an order which cannot be repeated and it is from this weakened financial base, and without any planning framework for future operations, that they face a situation in which they are making every effort to meet their inescapable commitments as well as the accelerating demand for university entry from well qualified students."

Nevertheless the statement's conclusion is optimistic. The CVCP said that if the universities were given "realistic" recurrent grants whose values were subsequently maintained in real terms they would do everything in their power to help satisfy the numbers of potential entrants to an extent exceeding the proportionate real increase in the grants.

Likewise if university autonomy within an effective system of long term planning and financing were ensured, university standards could be kept up and their national role fulfilled.

The CVCP catalogued the universities' success even in tight economic circumstances in meeting increased student demand and switching attention to areas of national need. The CVCP was confident that any examination of the record of the universities would leave no doubt that they had always reacted, and would continue to react, positively to the challenge of the nation.

"With the exception of studio work in art the universities have responsibilities in the whole field of vocational training to degree level and so have the sole responsibility for the training of agricultural, medical, dental and veterinary surgeons, the last three to a level which leads to a licence to practice."

The sheer volume of the universities' contribution to national education needs was sometimes overlooked. For example, the importance in the postgraduate field could be seen in the fact that the number of university postgraduates studying part time exceeded the total of all postgraduate degree students full and part time in all other centres of higher education.

The universities had been flexible. In recent years they had taken the steps necessary to meet the need demonstrated in a series of national reports for greater numbers of highly trained men and women in particular fields within science and technology—such as petroleum engineering—quite apart from expanding numbers in medicine, dentistry, and law and social work.

The universities have sustained the programme to expand the numbers of doctors they train in their medical schools. This effort is of vital importance to the future of the National Health Service."

The statement went on to describe ways in which university



THE WAITS

organization had adapted to such changes in manpower requirements. Staff: student ratio had worsened in several areas and efforts made to transfer staff between departments was limited since university teachers were expert in particular fields of knowledge.

In most subjects outside medicine the ratio of staff to students was 1:10, less favourable than in further education. If such ratios endured for long or worsened, efficiency can fall and the personal teaching method, essential to the success of the intensive British degree course, will no longer be possible.

The universities needed a guaranteed planning perspective and the security of grants—in real terms—which lasted more than one year. They needed the assurance, too, that at the end of the present period of restraint they would be able to take up growth programmes.

French float £25m European plan

from Paul Moorman

Controversial proposals for a major European fund for higher education are being discreetly and informally floated by the French government. Although neither Mr. Malley, education secretary, nor the Department of Education and Higher Education interests, should have wide powers to aid approved projects. Particularly in the area of research, it is expected that the British attitude is to be guarded.

Some of up to £25m are being mentioned by M. Jean-Pierre Solson, the French secretary of state for universities, who has been pursuing feelers in the West German, Italian, Dutch and Belgian circles.

He has been emphasizing in talks with his Common Market counterparts that the money should come from a combination of government, EEC, private enterprise and industrial foundations sources.

It is being emphasized here that the proposals are at the most preliminary stage, but that they nonetheless represent a firm commitment on the French side to a European education initiative.

M. Solson has been arguing in private that real Community innovation in higher education can best proceed by means of an independent body dispersing funds on the lines of the major American foundations.

He is suggesting that the fund, to be administered by a board composed of government, private sector and higher education interests, should have wide powers to aid approved projects. Particularly in the area of research, it is expected that the British attitude is to be guarded.

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Graduates go for public service money

Good graduates from universities and polytechnics were flocking to the public service according to a survey of 1974 graduates published on Wednesday.

The annual report of the Central Services Unit for university and polytechnic careers and appointments services based at Manchester University, said that 1974 was "a vintage year" for graduate jobs. However, too few were attracted into industry for Britain to keep its "competitive edge".

"Initial salaries for graduates in most categories of employment have risen substantially during the year but some appointments with public authorities can bring higher financial returns, especially in the early years, than graduate posts in industry."

"Since this can be a time of life when the need for money is particularly pressing, the relatively high salaries elsewhere must, therefore, be a strong lure for people taking responsibility in industry," the report added.

Some of those graduates best equipped for a career in industry hesitated before accepting permanent employment. The report said employers and appointments services had to overcome such reservations by clearly describing "the excitement, intellectual challenge and rewards" to be gained from industrial activity.

However it was equally plain that the starting salaries offered in industry were not competitive.

The report was more sanguine about general prospects for graduates in both 1974 and 1975. Problems had been met in areas such as architecture. Graduates who delayed a decision on jobs until after early September could be shut out.

Nevertheless 1974 was a better year than most career officers had dared to hope.

"It served to reinforce the belief that graduates, far from being peculiarly disadvantaged by sharp rises in general unemployment, are arguably in a more favourable position than almost any other large group coming to the job market for the first time."

The Central Services Unit bulletin of vacancies in 1975 had shown a drop of nearly 30 per cent on vacancies last year.

AUT claim settled

University teachers are to get the £6 a week they are allowed under the Government's incomes policy. The starting salary of a lecturer will now be £13,744 and the minimum for a senior lecturer £6,234 backdated to October 1.

Story, page 32

PE honours offered

Birmingham University is to run a special honours degree in physical education from next year. Since 1946 the subject has been available in combination in a degree course, but the new honours BA will strengthen the teaching of physical education as an academic discipline.

Poly enrolments rise

Polytechnic enrolments for full-time and sandwich courses for 1975-76 have increased by 8 per cent over last year, according to a preliminary survey by the Committee of Directors of Polytechnics.

If enrolments at the colleges of education merged with polytechnics since 1974 are included, the total full-time and sandwich enrolment at the polytechnics in England and Wales exceeds 97,000.

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Maths teacher recruitments head for bigger slump next year

by David Hencke

Recruitment of trainee mathematics and science teachers to colleges of education and polytechnics appears to be heading for a further decline, both in entry qualifications and in numbers.

Application figures for a number of colleges show that the situation may have declined considerably since the gloomy picture painted by the Department of Education and Science's 1974 survey of recruitment published in last week's *TIES*.

The recruitment figures for mathematics contrast with those in history, English and physical education, where the number of candidates with a potential of two A level passes is still rising.

One of the most serious examples of imbalance in recruitment is shown in applications to the combined education faculty of James Graham, the City of Leeds and Carnegie colleges, which becomes part of Leeds Polytechnic in September.

Until November 27 the faculty

had had three applications for mathematics, three for chemistry, one for physics and seven for biology.

The three mathematics and the physics students are all potential five O-level entrants as are two of the chemistry students and six of the seven biology students. The remaining chemistry student is a mature entrant and one of the biology students is a potential two A-level applicant.

In contrast the faculty has received 75 applications for English literature and is expected to offer over 50 places mainly to students with two A-level potentials. It has also received 187 applications for physical education and will have no difficulty in restricting its entry to students with two A levels.

Even at this early stage it is almost certain that the physical education and English students will be better qualified than almost all the science and mathematics intake.

Trent Polytechnic, which has larger science and mathematics teacher training departments than Leeds, has so far received 19 applications for mathematics, three for

physics, six for chemistry and 18 for biology. The figures are broadly comparable with last year, although biology, where entry is strictly on two A levels, has nearly halved, from 34 last year.

Bulmershe College of Higher Education and Coventry College of Education, which both insist on two A-level entry, are managing to keep their level of applications comparable with last year.

Coventry College, which is due to become part of Warwick University, reports a dozen applications for mathematics, human sciences and biology. About eight students have been offered places in physics.

Bulmershe has made six offers to students to specialize in mathematics. Recruitment to the department was 13 in 1974, 14 last year and it hopes to reach 16 next year.

Worcester College of Education, which limits its entrants to those holding two A levels this year, has seen its mathematics recruitment drop from 17 in 1974 to six. It has so far received six applicants for three and is interviewing another three.

Government slowness in closing salary gap criticized

by Sue Reid

Griceism of the Government's slow closing of the salary gap between university teachers' salaries in line with their polytechnic counterparts earlier this year has been made by the Rev John Lloyd Thomas, former principal of St David's University College, Lampeter.

In his annual report for 1974-75 Mr Lloyd Thomas, who left Lampeter in September, claims that the Government's reluctance to right the situation aggravated the disparity between salaries paid to university lecturers in Britain and those abroad.

The Government, said Mr Lloyd Thomas, had grudgingly refused for months to put right the anomaly and it was only after long discussion that it was agreed to restore the university salary scales to their proper position.

"There has long been an uneasy feeling, recently denied, that universities are for some reason unpopular

in high places, although I personally find it difficult to accept that universities must reexamine their administrative and expenditure every level and see to it that they are no extravagance, no waste, no good responsible management."

Mr Lloyd Thomas called for continued links between the colleges and the University of Wales, Lampeter, and the University Grants Committee, hoping that the would not "cut us off from the powerful source of influence which the Commonwealth Universities and the European Community."

Lampeter had reached a total of 470 students at the beginning of last academic year and there was every indication that this figure would be maintained. The total of 520 students had been reached in October and it was expected that 584 full-time students would enter in October, 1976.

Row over PNL nomination

London University senate voted recently not to nominate Professor A. J. Lefevre, of the department of mechanical engineering, Queen Mary College, as one of its representatives to the Polytechnic of North London's court of governors.

Professor Lefevre is known to have supported the suspension of Mr Trevor Millier, professor of the polytechnic, pending an inquiry into his behaviour. He was also a member of the committee which produced the recent report warning him to be more discreet.

"I was very surprised that the matter was not laughed out of court," Professor Lefevre said this week. "To my knowledge, it is the first time that one of these renominations has been challenged."

Professor Lefevre has been a nominee of London University for three years and his renominations were due to be reconsidered in the summer.

At a meeting of the senate in July Lord Auman, provost of University College London, moved that the Lefevre renomination be delayed until the autumn.

At the senate meeting last week members were split over the issue and a row broke out. A spokesman for London University was unable to give the voting figures.

Professor Lefevre said he understood that the non-renomination was not so much a criticism of himself as of the polytechnic. He would accept the decision of the senate for a confirmation that no aspiration was cast on him personally.

No one has yet been nominated to take his place.

'Technicians not geniuses'

Universities should rethink their attitude to vocational aspects of teaching engineering, according to Mr Igor Aleksander, professor of electronics at Brunel University.

In his recent inaugural lecture *Engineers in the year 2000*, Mr Aleksander pointed out the danger of the polytechnic's present attitude to the community's needs, particularly during a period of industrial decline.

"The Robbins euphoria in the whole continuing horror and truly over and even the starry-eyed have lost sight of the mirage of a science-led industrial boom. Even brilliant young engineers may not be able to find a job."

"The industry will shrink and those who can make a rapid contribution at the most direct technical levels. Industry needs technicians rather than geniuses. The universities conflict with such needs by placing an ever-increasing emphasis on the sophisticated abstractions of their subjects."

Professor Aleksander did not suggest a stronger vocational bias in the universities. He argued, the "sophisticated abstractions of their subjects" are necessary for the progress of science and technology.

He was critical of the "sophisticated" approach to engineering education. He studied a simple system in electrical engineering, then progressed to more complex systems in electrical engineering. He was better if they had been studying a simple mechanical system, such as hydraulics or mechanics.

L.e.a.s hit architect students

A total of 14 local education authorities still refuse grants to undergraduate students at the Architectural Association's School of Architecture. A further 17 award grants but pay only a proportion of the students' fees.

These figures, released recently by the association, show that only five authorities in Britain, including the Scottish education department, award full grants to students at the school without imposing any special conditions. Another 20 authorities will award grants but they are based on the merit of each individual student.

More than 180 home-based undergraduate students this year have received local authority sponsorship compared with 248 in the last academic year. Four more undergraduates are sponsored by other bodies and a total of 93 are privately financed.

Of the graduates students 19 are financed by local authorities, the same number as last year, and further five are privately funded. A high proportion of the foreign students at the school are privately financed. Of the 226 overseas stu-

dents, both undergraduate and postgraduate, at the school only 10 are sponsored by public bodies.

The Architectural Association is investigating ways of raising money to pay for a new £150,000 building. Being considered are scholarships from industrial sponsors and a grant from the Arts Council.

The Architectural Association recently took the decision to allow its students to work on a part-time basis, to make use of the bank loans and direct contributions from abroad.

The association said the decision was taken with the aim of making it possible for students to work on a part-time basis, to make use of the bank loans and direct contributions from abroad.

In an effort to secure the association's financial future, the association has decided to introduce a "break-even" system to be checked quarterly.

Don's diary

Monday

is the word of the philosopher which leads to no suffering of the Epicurus provides a motto for the first job of the week. It is to compile, on the basis of written comments by other members of the Society, a consolidated list of amendments to my draft reply to the Anglican pamphlet *On Dying*.

Am relieved to see that there are no objections to three points with agreement that it is not to describe as "passive" the stopping of extraordinary or vexatious death-deferring treatment. Next make the emphasis throughout as much libertarian humanistic. The society aims to change the law to permit euthanasia, when—but only when—this is the decision of the patient. We do not want to compel, nor even persuade, anyone to exercise this freedom. Third, conclude the tentative paragraph with the slogan: "Live and let die."

The revision completed, wonder what I can track down the actual words of the judge in the *Re George Adair* case. One report, which I can't quote as reliable, gave the judge's reason for refusing to allow the hospital to switch off the apparatus now preserving the life of Miss Quinlan: she is ill enough for a person to suffer from pain.

If this indeed was the reason, the whole continuing horror and truly over and even the starry-eyed have lost sight of the mirage of a science-led industrial boom. Even brilliant young engineers may not be able to find a job."

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Tuesday

A heavy teaching day, starting with a lecture on Kant's *Groundwork of the Metaphysics of Morals*, and ending with an evening class in Paris. Considered, not for the first time, trying over Christmas to shape some ideas from these lectures into a paper. Entertained the usual scruples about trying to publish work on a classic not read in its original language.

One letter hastily glimpsed before starting to revise notes for the 10 o'clock lecture was a query from, presumably, the sole reader of *Thinking about Thinking* in Papua New Guinea.

Home late from Farnborough. Mused that tired truisms about cross-fertilization between teaching and research are in my own case to a very large extent, perhaps remarkably, true. Two years ago tutoring on the mind/brain identity seemed to lead to writing on the connections, or lack of connections, between this and the cartesian framework.

That paper clearly paid off in today's tutorials. Again, it was discovered that Hume's first *Inquiry*, with its variety of important and immediately challenging topics, seemed to be the ideal classical text for one-term series of introductory seminars at Keele, which led to producing a whole book on it. And at least I like to think that the handling of the set text in the Farnborough class is the better for having done that bit.

—as we don't say—my own work.

Wednesday

Full teaching morning. Except for *Softly, Softly* and news programme, whole afternoon and evening revising article on "Hume and historical necessity". This, by the way, again starts from the first *Inquiry*. It ends by applying some of the points and distinctions made earlier to things said about historical causality by E. H. Carr and Isaac Deutscher.

The cruelly protracted, overdue death of Franco struts the usual rush of monocular pseudo-moralists to denounce their double standards flying—British official representation at the funeral, Will men of the media inflicting horrors of the new Fascism ever be willing to probe the embarrassing spots, in the uninhibited and unfavourable fashion of the best current confrontations with the official politicians?

A TUC general councillor ought not to be able confidently to expect to get away with outbursts against Franco's suppression of free trades unionism; not that, without being publicly reminded of the TUC's recent frank and friendly consultations with Alexander Shelepin, former (Soviet) sometime director of the Gulag Archipelago.

Again: no interview, which I saw read when Mr Jack Jones was complaining of (non-union) assaults on his London busmen, asked him to explain why, while very properly insisting that these free enterprise

checked and sent off patched typewritten version of Hume article to Valencia for publication in *Toxemia*. Have failed to extract any reply from sponsors of the colloquium to which the first draft was delivered in April, 1973, and the sole U.K. contact saw who, or even whether, they now expect the typescript of the proceedings. Think that the Spanish title will look well in annual report, alongside that of the Danish Theology and Faith culturo: even if not quite in the class of such previous exotics as the Thai "Dellanguency and Mental Disease" or the Sorbo-Croat "A Linguistic Philosopher reviews Lenin's Materialism and Empirio-Criticism".

Antony Flew

The author is professor of philosophy at Reading University.

philosophical about Franco, and Alexander Shelepin?

Brighton may become Open Poly

Brighton Polytechnic could become an Open Polytechnic, offering adults the chance of independent study backed by tutorial support, the final report of the polytechnic's 1980 committee proposes.

The committee, which was set up by the academic board over two years ago to consider the polytechnic's role after 1980, says the polytechnic should increasingly try to attract suitably motivated but unqualified entrants.

"There is the potential for the development of a system of part-time vocational and career linked adult education based on distance teaching at an area or county-wide level," it says.

Such a development would greatly extend the scope, influence and provision of the polytechnic to the local community. To be economic, it should embrace both further and adult education.

As in the Open University, written material and face-to-face tuition could be supplemented by an educational counselling service throughout the county.

Although the local community was primarily in East Sussex and the South East region by the 1980s some areas of Northern France might be a valuable and inevitable part of the polytechnic's local community, the report says. It hoped to add a programme of cross-Channel involvement developing.

The polytechnic should increasingly be concerned with activities other than teaching and learning, and should support consultancy, professional activities, scholarship and publication, artistic creation and exhibition, and secondment of staff to outside organizations.

Personal research by staff ought to be encouraged, particularly of an interdisciplinary nature. The polytechnic's committee on research policy should be extended to include promotion of multi-disciplinary research and consultancy activities across conventional subject boundaries.

DES offers private colleges 'recognition'

Private further education colleges, which offer courses to students aged 16 and over, have been invited to apply to the Department of Education and Science to be recognized as "efficient" institutions.

A new circular, number 13/75, says the existing system of unregulated and unlicensed independent colleges has been open to occasional abuse.

To qualify for recognition a college will have to show an inspection that it provides suitable courses and ensures academic supervision of qualified staff.



Brighton Polytechnic

The research should where possible, however, be biased towards the needs of industry, commerce, and the professions.

On academic organisation the polytechnics should move towards a more flexible approach to teaching and learning, and self-instructional groups, for instance, might be encouraged.

A modular system of courses should be set up, it says, and where possible, courses developed as a series of modules to allow for independent study and greater use both within and without the polytechnic.

The committee was strongly against the polytechnic's seeking self-validation of degrees, the report says. It would not be in the interests of either the polytechnic or the status of the Council for National Academic Awards' degree itself. An internal validating body

to review all new course proposals might be set up, however.

The polytechnic should be faculty based, and each faculty should strengthen its organization according to the needs of its staff, students and courses. All should have a chairman, administrator, course coordinator, and course board. The course would, therefore, become the focus of teaching and learning activities.

One of the polytechnic's main problems was its planned low level of growth. Brighton Polytechnic was likely to remain one of the smallest polytechnics. The planned expansion from the present 2,443 (full-time equivalents) plus 1,130 in the college of education to a combined total in 1981 of between 4,400 or 5,200, according to different estimates, would be difficult to achieve. The likely figure was between 4,000 and 4,300.

Mulley's extra £1m boost for WEA

Mr Mulley, Secretary of State for Education, has agreed to grant the Workers' Educational Association £1,000,000 for 1976-77 to ease its severe financial difficulties.

"Without this additional help our association would not have been able to continue," Mr Reg Jeffrey, general secretary, said this week. The WEA had estimated a deficit of about £200,000 for next year, he said.

Mr Mulley has also agreed to give an immediate £38,000 to counteract the deficit which occurred in 1974-75. About 12 of the WEA's districts in England and Wales had deficits at the end of last year ranging from £2,000 to £9,000. All districts would have very large deficits this year.

Manchester meets UGC targets

The number of students admitted to Manchester University this term was bang on target. It was announced last week. The university is likely to meet its University Grants Committee target of 10,700 students by 1976-77.

However, Sir Arthur Armitage, the vice-chancellor, reported that the university could be in serious financial trouble this year, facing a deficit of up to £700,000. In 1974-75, he said, it had been kept down to £110,000 but estimates for this year were pessimistic.

He emphasized the need to keep economies going while at the same time keeping up academic standards.

Why EFs are so terribly 'misprivileged'



ERIC AUERBACH

The other day a university lecturer called me "sir". It was a sharp reminder of something I try to forget: that I am classified by taxonomists of society as an Establishment figure (hereinafter to be referred to as an EF).

But I appeal in this column for sympathy towards EFs. While not exactly an underprivileged minority (that would be disingenuous to suggest they are nevertheless what might be called "privileged" people, which they do not possess and attitudes are expected from them which they do not display).

The common privilege which is attributed, wrongly in my view, to an academic EF (I do not speak of business tycoons and their ilk) is that he has power. This was evident in the agitation for student power which preoccupied the student movement from 1967-69, when I was (from the standpoint of students) the most ominous sort of EF: a vice-chancellor.

Useless to protest that, too, was once labelled something of a rebel. Useless to assure deputations that I was and still am in favour of student representation in university governance.

What I could not get across to the deputations was that a vice-chancellor, unlike the centurion in the New Testament, cannot say to the senate: go, and it goeth; what the senate is apt to do to my suggestion from the vice-chancellor is to refer it to all faculty boards for comment—a procedure which involves a gestation period equalled only by elephants.

Influence is something a vice-chancellor may acquire if he goes about it the right way, but power; never.

The price to pay for having influence in the university, if you are an EF, is complete self-effacement. Never take the credit for anything done. But let non-EFs take note: they, too, can have influence, as much as EFs. And, what is more, they can take the credit for it.

Despite all that has been written about the governance of universities, the illusion still persists that the definition of psychology in the 1959 Mental Health Act, mentioning only anti-social deviance and the possibility of straightening by medical treatment, but not a word about incapacity in the patient.

Cleared correspondence, and discussed various personal and philosophical problems with a succession of student callers. Essay in first-year seminar another creditable first effort. I am told that results of destroying selective schools, and of other educationally harmful ongoings, are already being felt in non-French modern language departments. But we certainly have nothing fresh to fault.

Checked and sent off patched typewritten version of Hume article to Valencia for publication in *Toxemia*. Have failed to extract any reply from sponsors of the colloquium to which the first draft was delivered in April, 1973, and the sole U.K. contact saw who, or even whether, they now expect the typescript of the proceedings. Think that the Spanish title will look well in annual report, alongside that of the Danish Theology and Faith culturo: even if not quite in the class of such previous exotics as the Thai "Dellanguency and Mental Disease" or the Sorbo-Croat "A Linguistic Philosopher reviews Lenin's Materialism and Empirio-Criticism".

Antony Flew

The author is professor of philosophy at Reading University.

philosophical about Franco, and Alexander Shelepin?

vacant in 1976 on the retirement of... It will greatly help the committee searching for a successor if you will let me have the names of any persons who might be considered for this important and exacting office...

Why do EFs get such letters? Not because they are EFs but because on dozens of previous occasions when they have been similarly approached as referees for research students, or candidates for lectureships and chairs, they have settled down, sometimes for hours, to reflect and to compose an objective and carefully considered reply.

So (to paraphrase the cliché that knowledge is power) I would say that knowledge and honesty are the twin keys to influence. EFs and others who are influential in universities (whether they are vice-chancellors or lecturers or presidents of the SRC) are the people who come to meetings having done their homework, who are judged to be people of information on the finances of running a crèche for the children of married students, or expertise on catering costs in the buttery.

So influence is accessible in academic life to anyone who is prepared to do his homework, with one very important proviso: that he can get at the information; that is why open diplomacy is essential to a healthy academic society.

I said also that attitudes are expected from EFs which they do not display: a dogged determination to preserve their own privileges. For instance, to defend the Establishment against infiltration by subversive elements. Yes, there are a few EFs like this but they are sufficiently rare to embarrass the great majority of EFs who find themselves (usually to their surprise) to be influential and who are anxious to use their influence responsibly.

It is not surprising that the EF is credited with motives of self-interest and self-preservation, for over controversial issues he appears to be devout, unwilling to give himself in public to views he expresses in private. But there is both wisdom and necessity behind this apparent duplicity.

Consider first an academic issue. If you want to achieve any reform in a body as power-dispersed as a university you have to use the tactics of diplomacy, not of assault. Compulsion is out of the question; consent is the only tool you can use. And you can't secure consent except through civility and even formality.

So there is an element of pragmatic wisdom in the cautious approach to complex problems in Academia. There is also an element of necessity. I think the greatest frustration of being an EF still in office is that he has to put into cold store some of his strongly held personal convictions for the sake of the office.

Consider the stance he has to take towards a controversial public issue. Any statement he makes about it will inevitably — however vehemently he protests otherwise — be construed as not just his own personal view but as the corporate view of the institution to which he belongs. The higher his office in the institution, the closer is the presumed association of his personal views with the (mythical) "official" view.

This leads to two difficulties. A vice-chancellor who holds passionate views about the Middle East (for instance) has to refrain from ventilating them in public if they are likely to upset any of his Jewish or Muslim colleagues, for some people will undoubtedly assume that what the vice-chancellor thinks, the university thinks, too.

The second difficulty is even more exasperating. Even on the topic of universities a vice-chancellor has to be very careful about making controversial remarks, because if he is caught out on his EF status will inevitably inflate the impact of his views, however modestly he states them. This is a general occupational hazard of EFs.

If (for instance) I had written *Homer to Gnd* no one would have taken much notice, but written by a bishop the book created a sensation. Similarly, if, as vice-chancellor of Cambridge, I had said what I really think about some practices in universities my comments would have been magnified out of all proportion to their importance and (for that matter) to my importance. It is not rational, but that is how it is. Now that I am an emeritus EF I can run the risk of being controversial without causing much of a stir. At any rate I will try.

LETTERS TO THE EDITOR

Counselling

from Mr Brian Thorne

Sir,—As a professional counsellor working full-time in a university I find myself doubting the truth of many of Ivor Crewe's assertions (THES, November 14) while at the same time agreeing with him that some gentle questioning of the pastoral ethic may not come amiss.

I feel certain that no university in the country possesses a network of personal advisers who give "systemic counselling" to students. In the first place, many advisers, as Crewe himself implies, feel totally unsuited to the role and consequently make sure that their involvement in advisory work is kept to the absolute minimum or less if they can get away with it.

Secondly, it is unlikely that even the most industrious and conscientious adviser is offering his students a counselling relationship. He may indeed be advising, guiding, planning, giving private tuition, providing information, even entertaining his advisees to five-course dinners, but I suspect that the adviser who counsels is a rare phenomenon.

Counselling is a skilled and arduous activity which requires of its practitioners not only certain necessary personal attributes but also intensive training and no little knowledge of human development and behaviour. The existence of professional counselling services in many institutions of higher education indicates that the essential difference between counselling and advising has been recognized in at least some quarters.

With Crewe I believe however that there is a danger in the pastoral care movement. My fear has nothing to do with the notion that students may be helped too much. We are a long way from that dizzy possibility. I am anxious that an academic institution does not devote itself into believing that it is a caring community simply because it has an impressive network of tutors and helping agencies.

Academics spend most of their contact hours with students not in intimate dialogue over a glass of sherry but in the lecture theatre, the laboratory and the seminar room. It is my belief that an educational institution demonstrates whether it really cares about its students through the nature of the learning situations which it offers. More damage is done at present through discourteous, sarcastic or merely incompetent teaching than is ever likely to result from the work of a blundering but well-intentioned adviser.

A preoccupation with pastoral care systems can all too easily deflect attention from one of the two central activities of a university and thus from the task of creating learning environments which are both compassionate and effective.

Yours faithfully,
BRIAN THORNE
Director of student counselling,
University of East Anglia.

from Mr Ormond Simpson

Sir,—Your columnist Ivor Crewe wrote recently about the dangers of university lecturers being drawn into the counselling of students without having had any training to prepare themselves.

I am sure that this is a point worth discussion. But I wonder if anyone was struck as I was by the fact that an lecturer is already doing a job for which hardly any of them are trained—I mean teaching.

As a trained teacher myself I was once again struck by the curious assumption implicit in so much of what I read in university literature; namely, that teaching is a simple function that needs no training or other consideration.

I wonder again if but the only person who believes that universities should reconsider this assumption?

Yours faithfully,
ORMOND SIMPSON
National College of Agricultural Education,
Ilkley, West Yorkshire.

Working class lecturers

from Mr Keith Graham

Sir,—Trevor Marshall's article, "Are university teachers members of the working class?" (THES, November 21) is unclear in two crucial areas.

First, in spite of his title, it is not clear exactly who he is talking about. At several points he refers to "academics"—a group comprising, presumably, not just teachers in universities but also in polytechnics and colleges of education. The developments of recent years certainly give strong grounds for grouping all such employees together, since the gaps between them, measured in terms of pay and conditions of work have considerably narrowed.

However, Marshall might say that what marks off university teachers as special is their engagement in research. He draws attention to the small minority who employ others and buy and sell research contracts, and he says that the rest of us "all like to pretend that we are in the early stages of building up a business".

I think this last assertion is little short of insane. I have never had such an attitude towards my own work, and a random survey of colleagues in other faculties suggested that neither had they.

Now of course Marshall himself regards anyone who has this attitude as suffering from an illusion and, excluding the tiny minority of university teachers who really are in business, he concludes that we are indeed members of the working class.

With his conclusion I have no disagreement, but his failure to justify it connects with the second area of uncertainty. It is not made clear what, or whose, conception of class is in use.

At different points the views of the Labour Party, Marx, and Marxists are invoked. If the founders of the Labour Party thought you were a worker as long as you received not very much weekly but a member of the bourgeoisie if you received a bit more monthly, then so much the worse for their understanding of the society in which they lived. Their view leaves out of account those people who do not need to work for pay at all, because they already own the means of life.

This is not a point of merely historical importance; in its anti-inflation pamphlet the Government claimed that its measures were fair since they affected both wage and salary earners. No mention

was made of share and stock holders. These two areas of uncertainty rest on a third—a failure to consider what a conception of class is for. The Labour Party's music-hall conception of the proletariat might be very useful for anyone whose business is to sell advertising space, or himself as a professional politician. It is of little use in determining what common political interests different members of society have.

I suggest that such an interest group is formed by all those who have to sell their labour power in order to live. Depending on age, intelligence, geographical location and many other factors, such people may lead radically different lives from each other, but in all cases their life activity is determined for them. In this respect they lack a basic freedom which is possessed by a privileged minority.

In short, the working class is composed of all those who have to work, and that includes most university teachers. Marshall rejects such a conception of the working class in his first paragraph. He omits to say why.

Yours faithfully,
KEITH GRAHAM,
Department of Philosophy,
Bristol University.

Overseas students

from Mr R. E. Perrins

Sir,—I read with interest your article (THES, October 31) under the heading "Overseas Students Under Attack". There has rightly been much concern about the more than substantial amounts which are being expended from public funds towards the education of foreign students in universities and colleges of further education. Scores of millions of pounds are involved each year.

None of us would wish to deny these students the benefits which they must derive from their efforts to achieve a qualification, whether academic or professional. We should recognize, too, that they are required in many cases to pay higher charges than other students for admission to courses in public educational institutions even if the payment is by no means meagre.

Has any thought been given to the part which the private sector can play? The tutorial organization of which I have the honour to be managing director provides a wide and differing range of self and/or home study courses for students of all the leading secondary bodies in England and Wales. A considerable proportion of these students come from overseas.

Our charges, and those of other accountability tutors (and I am sure in other areas also) are reasonable and compare more than favourably with those charged by public sector colleges to overseas students.

A fully linked tuition rate covering up to 10 months can be between £160 and £270—both figures less than a comparable foundation course in accountancy in a college of further education.

Would it not be advantageous to taxpayer and ratepayer to persuade more students to make use of private tutors? In making this suggestion I am thinking of the student as well as the student's parents. Overseas students are scarce resources and properly lead to their concentration and I believe that such a concentration already exists in the private sector. Have local education authorities ever seriously considered whether they would save money by grants to students to follow private rather than public courses?

Yours faithfully,
R. E. PERRINS,
H. Poulis Lynch and Co,
53 Great Surton Street,
London EC1.

from Mr Lyndon Jones

Sir,—The campaign by Dr Keith Hampton MP regarding the number of overseas students studying in the United Kingdom appears to ignore the fact that:

● The United Kingdom is the only major European country charging overseas students higher fees than home students;

● In the absence of overseas students many classes would not reach the minimum numbers required to be viable. Hence, the presence of overseas students widens the choice of courses available to home students;

● Home students are not denied places because of overseas students. Their presence in a class often means that the productivity of the teacher has been raised;

● The overseas students enrich the cultural life of the student's host country.

● Overseas students spend upwards of £1,500 per annum over and above their fees. This strengthens the balance of payments and generates home employment;

● Because overseas students are trained in the United Kingdom they are long run economic gains to British industry. Whereas those formerly followed the flag now it follows the technology;

● Substantial numbers of overseas students join United Kingdom professional bodies. For example, the Institute of Bankers has 11,000 members of which 31,804 are overseas. This results in the export of British standards.

In conclusion, may I inquire whether Dr Hampton would prefer to see such students educated in a nation whose culture is alien to our democratic way of life.

Yours faithfully,
LYNDON JONES,
Principal,
South West London College,
London, SW17.

LETTERS TO THE EDITOR

Colleges, courses and Scuncheon

from Mr Donald Conway

Sir,—We have shared your concern about the lack of planning in higher education and have collected some facts to assess our own situation. The conclusions you presented may be correct in general, but the particular case of computer science is more interesting.

This discipline is relatively new and it is one which was, for the most part, pioneered by the polytechnics.

I feel the situation was misrepresented by your oversimplification that "in the last five-year period, the number of computer science courses has doubled, halving the admissions to most courses". Your analysis overlooked other important facts.

First, the increase in courses was planned in response to a growing number of vacancies for graduates in computing and a growing number of school leavers seeking admission to such courses.

Second, during the five-year period, there was an uncoordinated and unnecessary growth in a number of courses provided by universities and this increase has accounted for the increase in new students.

The situation is best considered in the light of much more palatable facts:

● History of computer science courses started at polytechnics: 1965: Brighton, Hatfield, North Staffordshire, Wolverhampton. 1966: Leicester, Teesside. 1969: Glamorgan, Kingston. 1970: Portsmouth. 1971: Lancaster. 1972: Sheffield. 1974: Ulster. 1975: Thames.

There are a number of other courses providing graduates for the computing professions: North London: 1968—Statistics/Computing. 1971—Mathematics/Computing. Central London: 1969—Part-time Applied Computing. Paisley: 1970—Computing/O.R. Liverpool: 1974—Statistics/Computing. Leeds: Computing/O.R. South Bank: Mathematics/Computing.

● The total enrolment figures over the 10-year period 1965-75 are as follows: 105, 208, 303, 396, 397, 431, 400, 360, 306, 364.

● The initial approval of these courses was justified and the subsequent expansion to 12 plus Ulster, was not unreasonable, based on the increasing growth of computing.

● The planning record could still be reasonable as it would appear from the upward trend shown in 1974/75 has been maintained for 1975/76.

We have been pressing for the fact that to be made available to UCC and the universities so that necessary duplication could have been avoided. However, facts seem to have been ignored and the past five years have seen the emergence of at least 20 new computer science courses in the university sector, which more than doubled the number available.

Perhaps the universities and the UCC should now consider some national attempt to reduce the number of courses available in their sector and restrict the intake to one left.

It would enable the country to exploit the excellent facilities which have been provided for the polytechnics.

I am, Sir, yours faithfully,
DONALD CONWAY,
Chairman,
Cambridge Committee for polytechnic courses in computer science,
Wetherhampton.

from Mr Arthur Morley

Sir,—A policy of concentrating resources subject students in fewer institutions to avoid the worsening of the supply position in secondary schools caused by the present piecemeal DES policies may give direction to a developing trend.

However, unless this is done by increasing the overall target, number of the open institutions, the consequences will be the

exclusion from teacher training of the contribution of very strong humanities departments, which in merger situations will remain strong through diversification, together with a reduction in the proportion of primary training places so that we return to the pre-1960 position of primary students being trained in small colleges.

Further, the closure of mathematics, science, music and religious studies departments in smaller institutions would denude them of the staff to teach professional courses for primary teachers in these crucial areas, both in initial and in-service training.

What the DES will finally wake up to is that teacher-training units of less than 1,000 students cannot provide the balance of staffing and resources required and a reasonable range of subjects and options for students.

Yours faithfully,
ARTHUR MORLEY,
Mathematics department,
Trent Polytechnic.

from Mr Eric Zucker and Mr John Hart

Sir,—Under the heading "APT claims colleges devalue name of higher education" (THES, November 14), you were kind enough to quote from the editorial of the November Association of Polytechnic Teachers' Bulletin which referred to the colleges of education/institutions of higher education.

Your own leader critically analyses the role of the 30 HE institutions arising out of the colleges of education and we would agree with much of its content, as the proliferation of such a number of even genuine HE colleges in the present educational climate is manifestly an unnecessary waste of resources. A similar plan exists for the universities.

However, the institutions to which we were making special reference were those at a lower level, some of which have been formed by amalgamating with further education colleges. It is inconceivable that such institutions should be given the label of higher education, but presumably there is nothing to stop any establishment so naming itself, even if unofficially.

The danger is that the practice inevitably devalues the term "higher education". It is for this reason that we advocated specific terms like "polytechnic education" and "university education" rather than "higher education" with its changing meaning. Presumably another more specific term should be evolved for the genuine "higher education colleges".

May we conclude by stating that the APT realizes that neither the polytechnics nor the universities have a monopoly of "higher education" and that it is to be found in several other areas, including some rarely mentioned. It was for this reason that the APT took the initiative in convening an exploratory conference this month to exchange ideas on a possible enlarged organization for all teachers involved in higher education.

Yours sincerely,
ERIC ZUCKER,
JOHN HART,
Joint Editors,
APT Bulletin,
Clarence Parade,
Southsea, Hampshire.

from Mr R. J. Newcombe

Sir,—I was surprised to read (THES, November 21) that on the back page under the heading "Courses that failed to attract students" my college is listed under the 1974 and 1975 years as nil and blank respectively for the course in institutional management.

I do not, of course, know the source of your information but in fact in the years 1974 and 1975 the institutional management course and the hotel and catering operations course were operated as a unified scheme and our numbers were extremely healthy. The 1974 first year number being 57 and the 1975 first year number being 84.

Yours faithfully,
R. J. NEWCOMBE,
Principal,
Birmingham College of Food and Domestic Art.

from Mr Malcolm Rossiter

Sir,—The headline on the "unpalatable" facts about polytechnic courses and the accompanying "poly press gang" cartoon by Horner seem to me to be in extremely poor taste, and out of tune with the accompanying article (THES, November 14).

Perhaps one must accept that in the public imagination a "university education" has a touch of glamour and charisma about it that a mere "polytechnic education" seems to lack. Time may change this view—we shall see.

Perhaps one may also note that universities have reaped the benefits of decades of generous public and private funding which often make polytechnics seem the poor cousins.

But why make the polytechnics the universities' whipping boy? You mention the prime reason for the polytechnics' seeming inability to attract sufficient students to science and engineering courses in your editorial, apparently without realizing that you have done so; universities have lowered their entry standards in the subjects in which

they fail to attract students in sufficient numbers. Because of the understandable preference of many (by no means all) prospective students to study in the more congenial and prestigious surroundings of a university campus, the universities are robbing the polytechnics of those who, in better days, would fill those empty courses.

The polytechnics haven't anybody in to do—many accept bare minimum entry qualifications already.

Your editorial fails to mention a further complicating factor—the universities are making inroads into polytechnic education in both the type and style of courses now offered in science and technology. If universities are going to compete with polytechnics for industrially-orientated students, polytechnic recruitment must suffer.

The polytechnics' problems are bad enough, let's not aggravate them with ill-considered front-page horror stories.

Yours sincerely,
MALCOLM ROSSITER,
School of Mechanical and Production Engineering,
Leicester Polytechnic.

from Mr R. F. Hall

Sir,—I hope that when you return to Scuncheon and its problems you will do so in that gentle vein of self-mocking parody which must have delighted many readers (THES, November 14).

Your front page linked this leader with "unpalatable" facts about polytechnic courses. I wonder why you regard them as unpalatable; the intakes displayed in the tables on your back page would actually look quite handsome in Scuncheon University; why are they so deplorable in Scuncheon Polytechnic?

In many respects the figures do not even represent the whole truth. The confidential reports of the DES and David Hencke have both been misled by terminology; there are, for example, many students reading computer science and mathematics, and statistics, not least in this polytechnic, who do so in combined science studies. Similarly the fact that our single honours German course closed, hides the fact that the applicants were transferred to a joint humanities option, reading German with another language.

All the same the drift of the figures is not unrepresentative and your editorial matter makes it quite clear that there is rationalization of courses being attempted.

However, the reason I claim that your disclosures are not "unpalatable" is that you have linked it to the provision of staff. In an institution with an "exceptional" student/staff ratio the size of the intake does not matter except as a matter of internal arrangement.

It is a commonplace that intakes vary enormously from course to course and a commonplace that staffing ratios have a little more "fat" on them than in many university departments. However, you do not show us that there is any relationship between the two and the absence of such demonstration find your headline completely unsubstantiated.

R. F. HALL,
Academic registrar,
Polytechnic of North London.
The headline was based on the contents of a polytechnic director's—Editor.

from Mr John Pratt

Sir,—David Hencke's articles, your editorials and Dr Smith's letter all fail to appreciate the significance of the figures of empty places in polytechnics.

These figures relate to a system of accountability in the public sector which is quite absent from private institutions like universities. Polytechnics are accountable for student numbers in a way that universities are not. Although the UCC occasionally attempts to "rationalize" provision, universities do not have minimum number regulations and an inspectorate to enforce them.

But they are not without their numbers problems. Until 1973-74, the Universities Central Council on Admissions used to include in its report a table of estimated places and places filled on degree courses. From 1971 to 1973, the shortfall of students increased from just under 1,400 to over 6,000. That meant in 1973 that universities estimated they could take nearly 10 per cent more students than they actually attracted. Oddly, since then UCCA has ceased to publish that table. It would be interesting to see it now.

When you and others are calling for efficiency, it is hard to claim that institutions with an effective—and now visible—system of accountability are "inefficient and floundering".

Yours faithfully,
JOHN PRATT,
Centre for Institutional Studies,
North East London Polytechnic.
more letters, page 16



Prague: "Many students arrested for beliefs after Warsaw Pact invasion."

Czechs and Chile

from Mr J. M. Walker

Sir,—An article on the Chile seminar (THES, November 21) did not say that among the delegations condemning repression in Chile was an officially-backed one from Czechoslovakia (CSUV).

In 1965 the Czech Student Union (SVS) was dissolved by the Government and CSUV was created as a more amenable tool of student control. Since then many hundreds of socialists and communists have been imprisoned solely for their political beliefs. Many, such as student leader Jiri Müller, are still serving long sentences.

The Committee to Defend Czechoslovak Socialists issued a statement,

circulated at the seminar, asking the CSUV delegates why they did not also condemn this oppression in their own country.

It could also be asked why NUS, as joint host of the meeting, did not object to CSUV attending, as the policy of NUS, clearly spelled out by its conference, is not to recognize CSUV.

The Broad Left majority on the NUS Executive is seeking closer ties with the International Union of Students, the other joint host of the seminar. As the IUS (headquarters, Václavova 3, Prague) has devoted much energy to promoting CSUV internationally, and to defending the "necessity" of the Warsaw Pact

invasion of Czechoslovakia, a vigorous defence of the repressed students and academics of Czechoslovakia possibly seemed inappropriate. How many more sacrifices of principle will this wooing of IUS require?

The NUS's betrayal of its policy of support for those suffering in Czechoslovakia bodes ill for the future quality of its solidarity with others—something the Chileans might ponder.

Yours faithfully,
J. M. WALKER,
Committee to Defend Czechoslovak Socialists,
Makepeace Mansions,
London, N6.

V-c's back pay

from Professor John Griffith

Sir,—You published a piece on my objections to honours being paid to the Vice-Chancellor of London University (THES, November 21). May I make two points? First, there is nothing remotely personal about my objections. I am concerned about the vice-chancellorship not about any individual holder of the office. Had my own director held the position I would have made the same objections.

Secondly, your piece was headed "V-c's back pay: illegal, professor alleges". This is true enough, but was a minor part of my objections. I am much more concerned about the policy of the senate decision which led to the making of a considerable payment, not only in arrears but for the future.

I understand it is the intention that the annual honorarium of

£4,668 or more is to be paid indefinitely to the holder of the office. Hitherto no such payment has been made and to institute this at the present time seems to me to be wholly unacceptable.

Yours faithfully,
JOHN GRIFFITH,
Professor of Law,
London School of Economics.

Maths teaching

from Mr G. James

Sir,—The proposal of Professor A. K. Holliday, Grant professor of inorganic chemistry, Liverpool University (THES, November 14) to make available university teachers for secondment to the schools of local authorities on Merseyside for up to a year for A-level courses is salutary as well as diagnostic of our

countrywide deficiencies of under-staffing.

Rory years ago chemistry was taught in grammar schools to half-sized classes with trained vigilant laboratory staff in attendance. Today chemistry is taught in comprehensive schools to full-sized classes and without a laboratory assistant twice ancillary help is shared, being assigned to a particular laboratory.

Inevitably chemistry teaching is being attempted where motivation, control and safety are eroded by inadequate staffing. Existing teachers are struggling for examination passes at O and A levels but such short-cuts do not expose the consequent impoverishment of a basic articulating curriculum for the sciences.

Yours faithfully,
G. JAMES,
Kingsstanding Road,
Birmingham.

NORTH AMERICAN NEWS

MICHAEL BINYON reports
from WashingtonThe Times (London)
Tel. 202 638675Room 541
National Press Building
Washington D.C.Black numbers keep rising
—but so do drop-out totals

More blacks than ever before are now entering college, but many more drop out than white students, according to a study by the Census Bureau.

Black enrolment last October was 12.3 per cent of total college intake—slightly higher than the total black proportion of the American population at 11.4 per cent.

In a census in 1970, blacks were 11.1 per cent of the population, but only 9 per cent of first-year college students.

The bureau said that although its findings were subject to statistical error, the difference in drop-out rates was too wide to be the result of error. Of the white students who entered college in 1971, 57 per cent remained in their final year in 1974, compared with 40 per cent of blacks.

Altogether blacks accounted for 9.2 per cent of the total number of undergraduates. This year's black enrolment shows a 19 per cent in-

crease on last year. Student numbers in America were reckoned by the bureau as 9.9m.

The bureau's report, which covered school as well as college enrolment, found that women had a higher drop-out rate than men for both races.

Of the white men entering college in 1971, 61.3 per cent remained last year, compared with 52.1 per cent for white women, 47.4 per cent for black men and 34.7 per cent for black women.

The greatest increase in enrolment over the past 10 years has been among older students. The proportion of 18 to 24 year olds at college has remained stable since 1970, but the proportion of students 25 to 34 has increased from 2 per cent in the early 50s to 5.5 per cent in 1970 and 7.4 per cent last year. About 42 per cent of the older students were graduates, and 33 per cent in their first two years.

Reorganization laws deadlocked

Massive legislation proposing a reorganization of the Office of Education, a reform of the law on vocational education and a tightening up of regulations on student loans appear to be stalled at sub-committee stage.

The legislation may have to be held over till next session. This could be difficult in an election year, particularly if the financial clauses are not put into effect in time.

The Education Amendments of 1975 Bill was due to be presented to the Senate's Labour and Public Welfare Committee today, when the Christmas recess begins. It is a wide-ranging Bill, introduced by Senator Claiborne Pell, chairman of the Education Sub-committee.

But last week discussion of the many clauses ran out of time, and the sub-committee was limited to a "conversation" on its contents.

The Bill contains a controversial reform of the funding of vocational education in each State. Under current law, at least 15 per cent of a State's funds are to be spent on post-secondary vocational education.

In most States, however, officials making funding decisions are legally responsible only for secondary level

vocational education, and these officials treat the 15 per cent figure as a maximum.

Rather than increase the funding for post-secondary education, as some have suggested, the Pell Bill would create State planning commissions for vocational education.

The scheme would allow each State to devote as little or as much to vocational education as it wants.

The second major reform in the Bill aims to cut down the rate of default on guaranteed student loans—loans made by the Government which students repay after graduation.

The Office of Education reckons the default rate in 1976 will be 14.1 per cent.

The Bill would prohibit students from declaring themselves bankrupt to avoid repayment within five years of the loan entering the repayment period.

An unemployed student would have his loan deferred up to a year so that he was not forced to default on his obligation.

The Bill would also make it illegal for private institutions to hire commissioned salesmen to promote the availability of loans, and colleges could not serve as

lenders if default rates exceeded 10 per cent.

This is particularly aimed at ending the kind of fraud and abuse of the system by unscrupulous private colleges recently exposed in a chain of colleges in California.

The third leg of the Pell Bill deals with the actual machinery of the Office of Education, itself part of the massive Health, Education and Welfare Department, giving greater weight.

This last proposal is not as radical as it appears. There are, after every year, reorganizations of the Office of Education, which is currently being attacked by Congress for alleged inefficiency, and there is also constant calls for the upgrade of education within the Government hierarchy.

Last year the office was reorganized by having the statistics branch removed from it, but this did not make any noticeable difference to its functioning.

Nevertheless, Senator Pell's Bill is a time of growing financial and political involvement of the Federal Government in education is likely to be the slow but inevitable privatization of education within the United States.

New York gets ready for worst

The troubled City University of New York has denied that it has decided to stop the policy of open admissions as part of efforts to cut its budget. But it is clear that admissions rules will be changed, making it significantly more difficult to enter the vast New York network of colleges.

The university also dismisses the proposal, given great publicity in the past few weeks, that it should be taken over by the other neighbouring academic giant, the State University of New York.

A task force appointed recently by the Board of Regents to look into the prospects for CUNY, already hinted that it would not like to see a merger between the two.

The task force was due to report later this week, and what it says will carry great weight in Albany, the state capital, where the affairs of New York City and its finances are now mainly decided.

A decision on the future of CUNY must be made within the next two weeks if the university is to survive the coming semester and to start planning long-term changes.

CUNY is under no illusions that it can continue without severe damage to its two sacrosanct principles—free tuition and open admissions.

Dr Robert Kibbee, the chancellor, believes that restricting entry would be the loser of the two evils. Tuition fees, he believes, would immediately hurt those students the university has made a special effort to attract: the underprivileged city poor.

Tuition fees would not necessarily save money, as they could easily



New York, and its City University, in financial trouble.

lead to matching cuts in other forms of funding, and once instituted they could probably never be abolished.

He also feels that the middle classes, who already support the university in direct taxation, would withdraw other support if their children could not benefit from free tuition.

The restriction on admissions Dr Kibbee now proposes would mean that school-leavers in the bottom third of their class would have to make a special test to prove they had sufficient reading and mathematical ability.

This is a retreat from the five-year-old policy of guaranteeing a place to every New York pupil who applied and spending around \$30m a year on remedial education to bring the disadvantaged up to the level of other applicants.

The chancellor also proposes making it more difficult for a student to stay in the university if his

work is not up to standard. The long term CUNY, whose numbers have almost doubled since open admissions policy began, would try to reduce admissions to 20 per cent.

No proposals have yet been fully endorsed by the task force, many of whom bitterly oppose any cutbacks. As it is, there is a virtual standstill on new appointments, and a number of standing lecturers who were to take up jobs at New York last month have been frightened away.

Internationally known lecturers now at the university have been putting out feelers for appointments elsewhere.

The trend particularly worried Dr Kibbee because of the term threat to academic standards. Last month he produced an emergency plan, which would almost certainly be unacceptable, to cut the university down completely to four weeks at a saving of \$50m.

Grants boost for cash-hit Columbia

Although Columbia University is in the midst of financial crisis (THE TIMES, October 31) one of its schools has just landed three substantial grants and will shortly expand its facilities.

Columbia's School of Dental and Oral Surgery has received a total of \$7.5m in grants—the largest the school has ever received—from the Federal Government, New York State, and the Samuel J. and Evelyn L. Wood Foundation.

The school hopes to raise an additional \$3.3m for its current expansion programme, which includes construction of new libraries and conference halls, two new professorships and increases in faculty salaries.

The school, which now gets 46,000 patient visits a year, will increase its patient load to 50,000 by the end of the next five years.

An additional \$5m in endowments is being sought in order to increase the faculty from 39 to 48 members and to rid the school of its financial problems. These were formerly made up of the Columbia University's general purpose fund, which is now exhausted.

It's a real dog's life...

Oliver D. Birnbaum has just been named an "outstanding educator in America" after being nominated by the Chancellor of the University of Wisconsin-Oshkosh. He has received a plaque and congratulatory letter and is due to be included in a volume of other outstanding personalities.

His master, Chancellor Robert Birnbaum, was given an application form by a colleague which he filled in for fun. The "D" after Oliver's name stands for dog.

A letter soon arrived from Fuller and Dees marketing group, publishers of *Outstanding Educators of America*.

"We salute you on being nominated for this distinguished honour," it said. "Only a small number of men and women are named by their school officials each year."

The Chancellor was going to let the matter, but another letter arrived asking for "blatant material." That, he believed, was going too far. So he filled in a dog as a doctoral candidate in the husbandry and provided him with some published articles.

'Lease facilities to foreigners' call

A proposal for countries to lease underused college facilities in America to develop their own programmes was made last week by Dr John Silber, president of Boston University.

Speaking to the International Association of University Presidents, Dr Silber said the decline in the American birthrate and the increase in foreign college graduates gave

the country a chance to help developing nations at very little cost. The cost of the lease could be met through better agreements between the United States and developing countries.

Foreign students benefit from living in a country with a technological society of a kind inevitably foreseen by the United Nations Development Programme.

Sweden

Chronic lack of scientists forecast

from Mike Duckenfield

STOCKHOLM A warning that Sweden is heading for a drastic shortage of scientists and technologists in the 1980s, despite the upward turn in university admissions this autumn, has been made by the Royal Academy of Engineering Sciences in its annual report.

Professor Gunnar Hambræus, the academy's executive director, estimated that by the end of this decade there will only be about 5,000 qualified secondary school leavers choosing to take up the 8,000 university and college places for first year sciences, technology, dentistry and medicine students. Of these, science is expected to be worst hit.

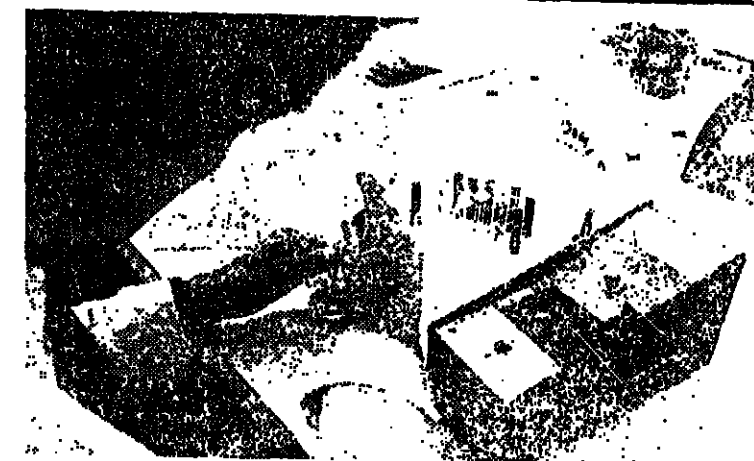
The professor's fears about the declining popularity of science—for which he largely blames the much-publicized bad side-effects of modern technology such as pollution and computerization—have been echoed by the Education Ministry in a report specially prepared for the Council of Europe.

Its authors admit "serious anxiety" over the situation and anticipate a manpower shortage for future energy and environmental research.

Unlike the humanities and social sciences, natural science and technology have not benefited greatly from the large-scale influx of mature students into higher education during the past five years.

As a result, recruitment to these faculties still depends very much on the number of pupils leaving the four-year technical and three-year science and mathematics lines of the upper secondary school, and, in the case of science, these have been falling since the late 1960s.

The three-year line, which is theoretically based, is one of those to suffer most from the trend towards vocationally oriented studies, and both lines now only comprise 13 per cent of all full-time second-



Serious concern about future of research.

dary students compared with 21.8 per cent four years ago.

This autumn's intake of 8,126 comprehensive school-leavers to the science line was the lowest for more than 15 years and many schools were unable to fill their quota of places. During the past six years alone, numbers have fallen by one third.

In addition, the drop-out rate has increased from 19.9 per cent at the beginning of the decade to the present 27.5 per cent and, as only three quarters of those completing studies finally opt to go to university, it is expected that only about 3,600 will do so by 1980.

In comparison, there has been an 11 per cent increase in admissions to the four-year technical line during the last six years. However, studies are vocationally based and only one in four usually go on to higher education.

Also, the drop-out rate has increased from 25 per cent to 35 per cent since 1971. As a result, only about 1,300 of this autumn's 6,729 first year intake are eventually expected to go to university.

These trends have already begun to affect the science faculties, there being a 40 per cent drop in first-year students during the last seven years. In 1968, when higher education was near the peak of its recent popularity, one in six enrolled in these faculties; now the ratio within the much smaller overall total of students is less than one in 11.

According to the U68 reform guidelines, which lay down lower

and upper limits for entry to the five vocational sectors of higher education based on estimates of national manpower needs, between 7,810 and 8,230 future scientists, technologists, doctors, dentists and vets should start higher tuition every year by the late 1970s.

As there is usually fierce competition to enter medicine, this could leave about 6,400 science and technology places to be filled by only 3,500 school leavers.

Like Professor Hambræus, the ministry authors also feel that environmental despoliation has helped make science an unfashionable study. However, they add that the saturation of the labour market in the late 1960s, the economic recession of the early 1970s and the drying up of teaching possibilities have also played a part.

Possible solutions would include tackling the drop-out rate, introducing more inter-disciplinary courses and attracting more mature and women students. At present only 12 per cent of technology and 29 per cent of science and mathematics students are women although they make up almost half of all higher education enrolments.

There could also be changes in the comprehensive school curriculum, which allocates only 13 per cent of teaching time in the final three years to the sciences, and the Swedish Association of Academics (SACO) has launched an information campaign to try and raise pupil interest.

Italy

Staff strike over 'neglect'

from Patricia Clough

ROME Italian universities were virtually paralyzed for two days last week by a strike of both teaching and non-teaching staff in protest at Government neglect of university problems.

Staff unions said that between 90 and 95 per cent of their members were in the strike.

The staff's many complaints included the increasing difficulties in teaching due to overcrowding, shortage of staff, space and equipment, the lack of funds and scope for scientific research and the Government's failure to fulfill its promise of a large-scale university building programme.

They were also protesting about the continued employment of university assistants on a temporary basis without any job or social security.

The staff are particularly angry about what they regard as attempts by the Education Ministry to hamper, by bureaucratic means, efforts by several universities to give themselves new and more democratic forms of self-government.

While they were striking, however, a 550,000-lire (£260m) Bill for university building, extensions and modernization over the next two years was approved in the Senate. The Bill now goes to the Chamber of Deputies for approval.

Holland

End of binary system comes one step nearer

from Lynn George

AMSTERDAM General higher education courses should be introduced as soon as possible, according to a report from the ministerial Commission for Developing Higher Education.

This body, under the chairmanship of Dr R. A. de Moor, sociology professor at Tilburg University, was set up in 1970 to advise on university education only.

But in 1973 Dr van Kamenade, then incoming Education Minister, extended its role to all tertiary education. Together with the Wiersma Commission responsible for the recent university programme reform, it has a weighty influence on government decisions related to higher education changes.

The new proposals bring one step nearer the Government's aim of dispensing with the binary system. Instead of training students for specific professions or for specialist research the new programmes would equip them for a variety of jobs and thus make them more adaptable to a fluctuating graduate labour market.

Latest conservative estimates on this score, published by the Employment Bureau for Graduates, suggest that by 1980 at least 7,000 graduates will be unemployed.

This September alone 3,700 graduates were still without work, more than double the 1972 figure. Economists, sociologists and lawyers and economists head this list as the most

difficult to place on the labour market.

The commission hopes the first experimental courses, with initially 200 to 300 students, will begin in September, 1977, alongside the existing higher vocational programme.

If applications for the courses exceed available space a temporary selection admissions procedure is recommended. After four years it should be possible to admit students on a large scale.

Entrance requirements would be a pre-university school leaving diploma, which is at present needed for a university course, or a higher general secondary school diploma, now required for higher vocational programmes.

Courses would consist of a compulsory core programme taking up half the study and split into three sectors: language (English), social studies and natural science and technology combined. Choice subjects would supplement the remainder of the course.

Emphasis would be placed on self-study, individual development, learning through doing and making a greater use of computer instruction and audiovisual aids.

Later it is envisaged that these studies could be supplemented by part-time specialist courses within the chosen profession.

The commission denies that such short courses would only equip students with a question and answer type of knowledge.

Spain

Students go to the polls

Elections of student delegates for Madrid universities were taking place this week. The elections, due earlier this month, were postponed after the death of General Franco.

Students were allowed to elect delegates last academic year for the first time since 1963.

France

Universities in the cold over teacher training

from George Morgan

NICE Three universities, Rennes, Montpellier and Paris XII, have just been given ministerial permission to introduce experimental programmes for training future *lycée* teachers.

Under a new scheme prospective teachers will begin their practical training immediately after the two-year general studies diploma and before the traditional *capès* recruitment examination at the end of the fourth year.

In addition to their normal studies leading up to the *licence* and *Maitrise*, students will follow courses on education theory and practice and will be expected to observe teaching methods in local *lycées*.

The content of the teacher training programmes is to be laid down in individual agreements between the university president and the Ministry of Education. Responsibility for running the schemes will be given to an academic—to be known as the coordinator—appointed jointly by

M René Haby, Minister of Education, and M Jean-Pierre Soisson, Secretary of State for Universities.

Although still in the experimental stage it is clear that the new schemes will form the prototype for the new "teacher training centres" to be set up in 1978 as part of the Haby reform for upgrading secondary education. Little room is left, in fact, for experiment at university level and close checks are to be kept on the content of courses and the methods adopted.

It is clear, too, that M Haby has gained the advantage in the tussle with M Soisson over who should have responsibility for teacher training. Although the experiment will take place in a university setting, much of the pre-professional training will be entrusted to secondary teachers and school inspectors.

M Haby recently claimed that the universities were "inexperienced" in the field of teacher training, a remark which has brought angry reactions from university teachers throughout the country.

Vincennes sit-in continues

The "squat in" at Vincennes University is now in its third week. Students and staff who have been occupying the exam base near the campus have refused to move until the university is allowed to use the buildings to ease its acute overcrowding problems (THE TIMES, December 5).

He added that although there was no question of turning students away at this stage, they would not be taken into consideration when Vincennes's 1976 grant was brought up for re-evaluation later this month.

In an attempt to ease congestion, the Minister has now appealed to other universities to take in some of the overspill from Vincennes.

Sri Lanka

Government moves to take absolute powers

from D. B. Udalgama

COLOMBO A new Bill to amend the University Act of 1972 empowers the Education Minister at his sole discretion to appoint the university's vice-chancellor, presidents of campuses, deans of faculties, registrars and assistant registrars.

He would also be able to remove them from office with no right of appeal to the courts.

The Bill provides, too, for the setting up of a Planning and Grants Committee, whose members would again be appointed by the Minister.

It abolishes academic committees and changes the composition of the board of governors, the university senate, campus boards and councils of faculties.

It also provides for two student members, nominated by the students' council of a campus, to be on a campus board. But they will be present at meetings only on the invitation of the president of a campus and he allowed to discuss only matters affecting student welfare, sports and hostel facilities.

The Bill stipulates that the university should actively participate in organizing and executing extension courses and adult education programmes in collaboration with campus staff and students.

The provision in the 1972 Act for a student representative, elected by the students' council, to be on the board of governors would be withdrawn.

University teachers have already expressed their opposition to the proposed amendments, in particular those which give absolute power to the Minister to appoint and remove the vice-chancellor and which call for the abolition of the academic committees.

Australia

Graduate job problems mount

from John Kircaldy

SYDNEY As university students finish their end of year exams, many face bleak job prospects with high unemployment and record inflation rates, it seems certain that many will join the ranks of the unemployed.

Some students have a reputation for being "bludgers" (Australians for those who prefer the dolo to work) but a spokesman for the professional section of the Commonwealth Employment Service said: "Prospects were very, very gloomy".

The section currently has some 3,000 students from Sydney's three universities on its books and only 10 vacancies.

Even engineers, architects and social workers are finding it difficult to get work. Some graduates are expected to be tempted back to a higher degree or into temporary casual employment.

Many university careers sections have sent out letters asking employers to detail available positions

but they have received few replies. Melbourne's Monash University, for example, sent out 1,000 letters to employers for its 200 engineering students and received only one reply.

The university's student employment officer said 12 out of the 1974 graduates were still unemployed. Of the university's 9,000 students, only a few hundred, he predicted, would find casual employment this vacation.

At Melbourne University, only three out of its 35 architecture students, who must work in architects' offices to satisfy degree requirements, were offered jobs.

About the only short-term gainers were, ironically, the two political parties, campaigning for tomorrow's General Election. Both parties, but particularly Labour, have relied on volunteer students to help them. Whenever side wins, however, will find it more difficult to provide something more permanent after the election.

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A Tory trend that points to society's future

British students, being generally rather conformist and timid creatures, tend to follow the intellectual fashions of their time. In the late 1950s and early 1960s, most of the constructive thought came from the conservative British politics and social democracy flourish among students. In the late 1960s and early 1970s, the left, from Mr. Cohn-Bendit to Mr. Benn, burst forth with ideas and, sure enough, strong socialism and Marxism in its various forms became prominent in student politics. In the past year or so there have been signs of an intellectual revival on the right, which has belatedly discovered Professor Hayek as the left belatedly discovered Professor Marcuse.

So will the late 1970s and early 1980s see free market competition replace the working-class struggle as the theme of the right? Certainly, the most striking feature of last weekend's National Union of Students' conference was the prominence of the Federation of Conservative Students, which is not exactly a marginal group. A Conservative-backed candidate came third, behind the Broad Left and the Trotskyist, in a poll for an executive vacancy, with a fifth of the votes. Meanwhile, social democracy, much as it is, is not dead. Mr. Cohn-Bendit's attempt to divide it into life and death remains dormant.

It is not so much a matter of large-scale swings of political opinion as a question of who has the confidence to speak out. Conservatism is becoming respectable among students again, and the FCS has dared to raise its head. The NUS and organize itself. Suddenly, Con-

servative candidates, who used to ignore union politics entirely, are standing for student union office up and down the country.

What we are seeing in the NUS today is the battle for the white-collar trade unionists of tomorrow. If it were ever true that student politicians were playing meaningful politics, this would certainly not be true today. When even the Association of University Teachers launches industrial action and considers joining the TUC, the attitudes towards trade unionism formed in student politics will affect the stance of the increasingly powerful professional unions that thousands will join when they graduate. That is the point of the current battle over the nature of democracy in the NUS, though the peculiarities of the NUS structure make some of the arguments more difficult to follow. The left has already recognized this and bodies like the Communist Party now put the emphasis on "educating" students in socialist principles of trade unionism rather than stimulating them into direct action.

The Conservative performance at Scarborough suggests that they are starting to understand it too. We may hear less about fury and breast-busting from the NUS in the future, but we shall witness debates and power struggles that are profoundly significant for the future of our society. The last two presidents of the NUS have become officials in the white-collar unions. As the Oxford Union used to be the making of a unique class of Parliamentary politician, so the NUS is becoming the training ground for a new class of professional and technocratic trade unionists.

Overseas Development? How much do we attach to the notion that higher education is an international affair, a kind of intellectual Common Market where there are no tariff barriers between member states? Do we see foreign students as a source of revenue for the British higher education system, or as a source of revenue for the world at the best possible rates? In our present parlous economic state good arguments can be made for and against each attitude.

The Committee of Vice-Chancellors working party has taken the debate a good step forward and indicates that it will take the matter further in its final report. It says that the amount spent on educating some 26,000 overseas students is around £50m a year, equivalent to the recurrent grants of three or four major universities. The size of the sum involved alone has probably contributed much to the hardening of attitudes among those who want foreign students to pay more, but as Mr. Lyndon Jones's letter indicates, the overall financial picture may be much less severe. It is possible for example that the total spent by foreign students in this country can be around £40m a year.

What has really to be settled is this country's attitude towards the subsidy of foreign students. Do we, for example, regard this simply as a matter of foreign aid? Should we let the balance of foreign students' fees be paid by the Ministry for Overseas Development?

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LETTERS TO THE EDITOR

Stockwell validated

from Dr William Taylor
Sir—I am glad that Dr Brosnan has now given us an example of the evidence on which he relies to arrive at a judgment that university-validated awards in the colleges are not up to par (*THE TIMES*, December 5).

The facts about Stockwell are these. The college has been successfully preparing students for the London bachelors of education honours degree since 1969, offering art, biology, English, French and drama, French, geography, history, mathematics, music and religious studies as main subjects.

Following consideration of detailed college submissions and a series of board of studies visits, approval was given for several subjects, plus movement studies and film and television, to be continued for the new three and four-year BEd.

In addition, it was agreed that approved units in mathematics, English, history, French, and geography could be offered in several two-subject combinations for a BA degree and non-professional units in education combined with history, religious studies, English or educational broadcasting for a bachelor of humanities.

As Dr Brosnan knows modular structures permit a number of different combinations. It is thus misleading to suggest that the university approved "32 degrees in one fell swoop", when the college had for some time been successfully involved in degree-level work in many of the subjects concerned.

Yours sincerely,
WILLIAM TAYLOR,
Director, Institute of Education,
London University.

from Professor Harold Brooks
Sir—I believe I am unusually well placed to answer Dr George Brosnan's letter, knowing a good deal about degree validation both by the CNA and by the University of London, and about Stockwell College whose newly-validated degree courses he sees fit to impugn.

I am a member of one of the CNA's validating panels. I sat for many months on University of London committees considering criteria for validation and proposals from colleges; have advised some colleges

on their submissions, and visited others to assess their claims. I am a visiting lecturer at Stockwell College.

I assure Dr Brosnan, from my experience of both bodies, that between CNA criteria and those of the University of London there is no such discrepancy as he suggests. Thirty-two validations at Stockwell may have been announced together, but in jumping to the conclusion that therefore they were perfunctorily arrived at, Dr Brosnan writes not only in ignorance, but in disregard of the fact that birth is preceded by gestation. That 32 plants fruit together carries no presumption that they are mushroom growths.

Over several years past, in college after college, I have seen staff wrestling with the preparation of submissions and syllabuses, then revising them to meet the searching comments of the university.

Stockwell has been no exception. I doubt whether the process has been any shorter than with submissions to the CNA. Even if it had, one should bear in mind that the University of London is familiar with its affiliated colleges before the process begins. The CNA, a comparatively new validating body, has much to learn about university institutions which the university knows already.

It is a mistake to cry down either the university or the CNA in order to cry up the other; such hostility and suspicion is deplorable.

I deplore also Dr Brosnan's denigration of studies not technological or vocational. One supposed that polytechnics were extending their interest in the humanities. If not, what is the prospect for colleges of education, drama and the like where vocational training is the amalgamation or federation with polytechnics which are taking place?

In face of the present grievous pressure, if not assault, upon Higher and Further Education, we should be fighting each other's battles, not being distracted by the other's.

Yours faithfully,
HAROLD BROOKS,
Emeritus professor of English,
University of London.

SSRC story

from Mr Terence Chivers
Sir—Two points from David Walker's review of a decade of SSRC activity tell me a great deal about the SSRC system "underlying much university work", grant applications undergoing a "peer group review". Second, he mentions the view that there has always been "spare money".

The end story is that the SSRC system covers the advanced further education system in addition to the universities though not many grants seem to come our way.

Parity over few grants reflect our low application rate which in turn relates to the need to build a social science research tradition in advanced further education. It is now essential that this be built so that every teacher of CNA degrees should be able to carry out research.

That has been our aim. It is not essential that this be built so that every teacher of CNA degrees should be able to carry out research. That has been our aim. It is not essential that this be built so that every teacher of CNA degrees should be able to carry out research.

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Art for society's sake

'It is their potential for transforming everyday life that I would claim is the main social raison d'être of the art colleges'

Christopher Cornford discusses the relevance of art education to a technologically-based society

greatly depend on the quality of teaching they themselves get during the year of pedagogical training they are now required to undergo (rightly in principle, as I think before teaching at other than professional level).

Let me also mention a new perspective the Department of Education and Science has funded. A two-year programme of research, now in its concluding stages, into ways of improving—It might almost be truer to say initiating—education in design as distinct from other art or craft.

In this context doesn't mean scaled down limitations of, or excerpts from, current professional practice. It refers to, even imaginable kind of planning and decision-making process that results in the man-made environment being what it is—not to mention the consideration of what it should become.

Inquiry might start with: "How might we rearrange the seating in this classroom?" and end with: "What are the pros and cons of the new housing estate at X, or the proposed motorway through Y?"

A curriculum became pervasive (and, rightly AD) which took in its first recruits in 1959. The CNA now has its own specialist panel to oversee the new award, and its courses; but it's too early yet to say what sort of a job they'll make of it.

There will be problems arising from bureaucracy. There already are, if half what I hear is true. Small is beautiful, and polytechnics are not small. Their directors are not appointed for their free, poetic, venturesome turn of mind; nor do they in their turn appoint administrative underlings thus endowed.

One can only hope that the principals and staff of the encapsulated art colleges will find ways of retaining the relaxed free-range personal atmosphere which, in the past, made art colleges such agreeable environments.

One bureaucratic manoeuvre that appears to be about to be introduced is a concept of "polytechnicization"—a cutting-down of the ratio of part-time relative to full-time staff. This is a very real and serious threat to the vitality of art colleges depend absolutely on the presence of visitors of numerous and varied backgrounds, artists and designers, as distinct from professional art-educationalists or administrators.

A small core of the latter is obviously necessary for continuity of committee work; but let that core grow beyond the minimum and death is ensured.

Now let us think for a while about the economic destiny of our kind of graduate. I object to the contemptuous way you spoke about teaching. It's true that among fine art graduates (painters, sculptors, printmakers) only a few will be able to make a living in our present culture by the unaided exercise of their art.

Most will therefore look for teaching jobs, perhaps, if possible, so as to have a substantial part of their work available for their own creative work. Many nowadays will go into secondary education for example into the art departments of comprehensive schools.

The art colleges took on board, during the expansionist period of Dip AD through the 1950s, a great many young members of staff who had neither to die nor (understandably) to resign. Hence part-time teaching in art colleges is by no means as easy to find as it is now.

I assume that most art college graduates—not all—who enter the secondary system will do so only with reluctance, as a second best. But there is some hope (and it is confirmed by certain personal contacts of my own) that once there they will impart a special kind of warmth, interest and vitality to the pupils which many thousands of children will deeply treasure. And that is not something to be despised.

The situation could be markedly improved, for example, if I've already made clear, if secondary schools were able to offer more part-time posts in their art departments. Another way in which I would like to see a closer relationship between local art colleges staff and the secondary-level opposite numbers.

For example, decisions could be made jointly as to which elements of "grounding" appropriate to the needs of the secondary system should be taught in art colleges. Such decisions, such contact, would incidentally be most helpful to the morale of secondary art teachers, who can feel exiled from the art world once they leave it.

And of course the effectiveness of art colleges as a secondary school staff will

society, one that is non-exploitative, non-pollutant, and non-hierarchical, that must succeed the present one, unless we are to drown in our own filth.

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clout in ordinary academic attainments. Many are strikingly talented in these respects, as well as in the "constructional", since ability is sometimes generalized across a wide spectrum.

But often it is not; often, too, the "constructional" intelligence has come up through a school in a deprived area where it would have had much ado to acquire academic competence, even if inclined to do so. For this reason the requirements of O-levels and A-levels as prior qualification to an art course, as first laid down by Goldstream and maintained in the new dispensation, is grossly misconceived, and should be repeated as soon as possible.

Entry should be on the basis of talent and motivation alone. And it should, whenever circumstances allow, be open to persons of any age who want it: the loss of the age-mix characteristics of the old London County Council art schools is another cause for nostalgic regret.

If I am right about the value and importance of this third human type, and if it is as frequently occurring as I think, then we should be thinking of the cutting-back on higher-education provision for it, but rather of how soon and in what ways such provision might be extended.

Nevertheless I am not so fond as to suppose that art schools are, or could soon become, models of educational perfection. As I said a while back, I think they are often grievously deficient in critical analysis, theoretical backbone, and awareness of their own social and cultural context.

As a result, particularly on the fine art side, immense amounts of time and materials are wasted on half-convicted regurgitations of current international styles culled from art magazines. And on the part of all too many staff, there is an unexamined conservatism to the effect that something called "self-expression" must be the sole and supreme value and objective in the process of art education.

It is true, of course, that no excellent work can be done which does not in an important sense "express" the feelings of the worker. But one may surmise that this is best regarded, not as the goal to be achieved, but as a by-product (albeit a necessary one) attendant on the achievement of some other goal.

After all, while it is arguable that most of the art works in the Tate Gallery may have been done with some such priority as "self-expression" in mind, the same would be true of a majority of works in the National Gallery; and it would be true of virtually none in the British Museum. To me, self-expression is a modern notion; yet it did not find the art preceding its onset inferior to that which came after.

Another ill consequence of the "no-think" consensus is that it has led directly to the under- or non-provision of education in certain technical and scientific domains where some competence (hence some instruction as and when needed) is arguably the birthright of any young person wishing to enter the plastic arts at professional level.

We would not think much of a music school that failed to teach its students musical theory, or a drama school where there was no instruction in, say, elocution or movement. Yet it is possible to go through an entire undergraduate and postgraduate art college career innocent of such relevant basics as colour theory, proportion theory, projection systems, morphology, perception psychology, communication theory and even, in some cases, straight representation drawing.

Elements from those bodies of knowledge were present in the old central examinations of Education art examinations that I went through (and on balance I'm glad that I did) in the mid-1930s. Then, with the arrival of the old National Diploma in Design they were thrown out as being culpably academic.

The trouble really was, not that they were in the curriculum, but that they were narrowly conceived, boringly structured, universally imposed irrespective of interest or relevance to individuals, and centrally out soon after the Second World War; but the baby (the availability of professionally useful knowledge and techniques) went down the plug with it.

We are educationists (even myself when younger; not howards of course) are inclined to be dupes of pedagogical fashion. When Bauhaus methods reached our shores, some three decades after the fact, we thought that now at last we could put art studies on the one, true, final path. Then DipAD came along, and now at last we've got academic autonomy and degree equivalence.

But there is no now at last. There never will be. Possibilities are limitless and only partly glimpsed. They will be realized to the extent we get the necessary resources, and more essentially to the extent that we maintain inside the schools and between them a lively, critical dialogue. So you did me a service in asking those questions. Thank you also for being such a protuberantly good listener! How about a tot of brandy?

The author is professor of general studies at the Royal College of Art, London.

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BOOKS

Angling for a genre

Teddy Wharton with his dogs, 1886

This is a substantial work but well constructed and enlivened by readable notes. Lewis has delineated a complex woman about whom his feelings are obviously mixed, and she has tried to do this in the creation of her cosmopolitan world. It is a large task that is not made easier by the vast amount of material available to him. His 24 pages of foreign sources and acknowledged debts to other writers and scholars with invaluable help and his tributes to those who have helped him are generous. To anchor on a small note of complaint, however is trivial and it is regrettable that there are errors in this scale is not surprising, but there are a number of them, particularly the spelling of English and European names, and the use of "stone" for example. Casual reference to the index discovers some errors and omissions there too. This, respect for the industry, the accuracy of the main text, and the control of the book, must be reiterated.

Denis Wellman

question by the suggestion that *Idylls of the King* "explores the pressures of the social life as subtly as *Middelmarch*".

John Killham

Mendacious moralities

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telling other stories have a definite
sexual connotation, which it is
surprising that a critic of Alvin's dis-
noted perspicacity in such matters
should have missed. But let us
not cavil too much. If paludists and
poets have leave to lie, the mean-
dacity of the critic, too, can have
its redeeming features, so his
exhaustive study amply confirms.

G. H. McWilliam

Looking for a place?

Keith Clayton

Use this in the lab

Peter Simpson

People in straw houses

There are obviously no ready and easy solutions to such housing problems and Dwyer does not attempt to give any. The perspectives which he provides are important and his conclusions are surprisingly and contrastively valuable. Comparable studies will be possible only when common methodologies are employed and the resulting data are available for analysis. The new urban environment which is needed for Third World cities has already been to some extent provided by those who most need it. Their ideas and initiatives must be further developed. It is an attractive study of an unattractive subject, one which those of the more developed parts of the world cannot for any reason afford to ignore.

R. Mansell Prothero

Anti-abstraction

The book presupposes only a standard (American) first-year calculus course, but for a British student of the first year a brief review of the Plane and Solid Geometry and of one variable could undoubtedly have been fuller. The author describes his style as conversational, and apart from a few infelicities ("Zeno was not much of a comedian"), it is relaxed without any loss of precision. Difficult points in an argument are identified, and usually very adequately treated. There are plenty of examples, and well-selected exercises, with solution notes for a (rather small) number of them. For a student anxious to acquire a working knowledge of the calculus at this level, and for a student anxious of its applicability to physical problems, the book can be confidently recommended.

A. G. VORNER

A. G. Vosner

NEW FROM YALE

**The Ethics of
Fetal Research**
PAUL RAMSEY
A study of the controversial topic
of fetal research which examines
the ethical and legal questions in-
volved and discusses British and
American reaction to this issue.

Yale University Press, 20 Bloomsbury Square, London WC1A 2NR

BOOKS

See-saw effect.

Individualization, not legislation



King as tax-man

Opposing the opposition

Peter G. Richards

Collectors' pieces

Practical beauty

Course details

Martin Cave

How to make an unacceptable choice

The discussion of output measurement and its relevance to an evaluation of performance is followed by three short chapters which introduce the money valuation of benefits, the concept of cost-benefit opportunities for cost reduction techniques, and the concept of bringing these two elements together in cost-benefit analysis. The application of these tools of analysis to health and welfare services and the provision of recreation facilities gives some idea of the powerfulness of this approach. In the present difficult economic situation which confronts many local authorities, the need to reduce expenditure, or at least to budget for zero growth, this book should have a wide audience and help decision makers to react rationally to the situation and to ensure that necessary reductions in expenditure will be of least immediate harm to the social services.

Della Navitt

tion of the possibility of a hybrid role, a kind of personal-political radical, is implicit in the concept of radical social work.

Stanley Cohen too seems to agree that "the deviant is more than the product of the control apparatus" and almost reemphasizes the personalist role of the radical social worker in the world. If the client is more often than not deviants—are not they always and entirely the products of the control apparatus, and of the unjust society which welds it, how can separation be expected from the revolution? Stanley Cohen also points to the anomaly of deprived groups which do not readily fit into the role of victims of a class society: "gay liberation, drugs, and druggies have always been a problem to the organized left who have yet to decide whether to disown them or co-opt them". Cohen opposes social workers, "refuse the ideology of casework, but always think of cases," but his thinking of cases will be no more than a platitude unless it is matured into a systematic theory and practice. And so, the ideology of casework reappears in our very refusal of it. Nor is Cohen's social workman consistent for he enjoins the ideology of casework when dealing with the "mothers of autistic children, suicidal housewives in council tower-blocks, derelict vagrants . . .

Some Leonard too reflects that "personal experiences of pain and suffering are inseparable from human life" and that a radical perspective

Paul Halmos

BOOKS

A sacred replica of commercial capitalism

The Trumpet of Prophecy: A Sociological Study of Jehovah's Witnesses
by James A. Beckford
Blackwell, £6.00
ISBN 0 311 16310 7

Sociology is a discipline which embraces many methods and perspectives. Some of its practitioners see it as a second cousin to experimental psychology and others as kin to the theatre of the absurd. Its range thus stretches from the scientific testing of carefully formulated hypotheses to reflections on the possibility of dialogue with Carus Castaneda and Don Juan. James Beckford is of the former not the latter party: he conceives of sociology as a science. Imaginative speculation, playing with ideas, outlining theoretical frameworks and philosophical perspectives on the social world—all these he will tolerate provided they can be refined and tested against empirical data which has itself been acquired on the basis of the most rigorous methodological principles. Tradition of rationality and control in a subject suffering the ravages of relativism and subjectivism.

Dr Beckford finds Weber's concept of "elective affinity" vague, and imprecise as to its causal implications. Nevertheless I suspect an elective affinity (in the vaguest and most imprecise sense) between Dr Beckford and his subject. Jehovah's Witnesses are the most rationalistic, instrumental and unemotional sect which recent history has thrown up, and Dr Beckford has analysed them in the most rational, precise and careful sociological terms. The result is a model of methodological clarity and a picture of a sect which is a fascinating parody of some of the central features of industrial bureaucratic society.

The Witnesses were not so much founded as evolved. In the 1870s



Jehovah's Witnesses being baptised by total immersion at Ruislip Lido.

In America Charles Taze Russell, a moderately successful haberdashery from Pittsburgh, formed a Bible study group with a few friends and eventually found himself drawn into adventist-evangelical religious publishing. From 1881 Russell used the Bible study groups as promoters and salesmen of his writings, especially the journal *Zion's Watch Tower and Herald of Christ's Presence*. In 1884 Zion's Watch Tower Tract Society was founded as a legally conventional commercial enterprise and has since then formed the dominant half of the organisational base of the Watch Tower movement, as the Witnesses are formally known: the parallel half is the International Bible Students' Association. The hierarchy of the movement leads down from the directors of the publishing company, now based in Boston, through Branch (i.e. country) District and Circuit "servants" to the local congregations each with its Presiding Minister: what would elsewhere be the ordinary laity are known as "Kingdom Publishers" a title which expresses the centrality both of evangelism and of the movement's journal *The Watch Tower* which is its basic vehicle. The Boston elite is regarded as the only source of true doctrine: the Kingdom Publishers are obedient mouthpieces not independent preachers of "critique. Congregational autonomy and any ritual or social cohesion which might counter-balance the dominance of the publishing elite is rigorously minimized. The organizational lines are unequivocally vertical: this is one bureaucratic enterprise which has not been infected by the syndicalist or democratising tendencies which even armies and large capitalist institutions are experiencing in the 1970s.

The sect's doctrines are millennial. They assert that Christ's second coming is already secretly accomplished and that Armageddon is at hand (successfully predicted for 1914 by Russell and for 1975 [with reservations] by the current leaders). Here I would take issue with one of Beckford's tenets of faith. He finds doctrines sociologically irrelevant and is convinced of the primacy of organizational patterns. He writes as the final sentence of his reluctant chapter on doctrine: "The only justification for describing doctrines at all in a work of sociological analysis is that the very unusually high degree of doctrinal awareness among these

particular believers is an important reflection of the Watch Tower movement's organization...". He is highly critical of the church-secular typology merely because it takes doctrine too seriously and organization not seriously enough. He criticizes classic writers in the field from Weber to Wilson, Talmon and Martin for thinking that ideas may have an inner social logic. Yet one could make a powerful case for arguing that *deformation* from the obvious social logic of ideas is precisely what calls for sociological explanation particularly in the case of a movement whose obvious *raison d'être* is a non-conventional belief system. Indeed this is the query lying behind Beckford's whole approach—why is this "so-called sect" so different from what one has come to expect of millennial sects?

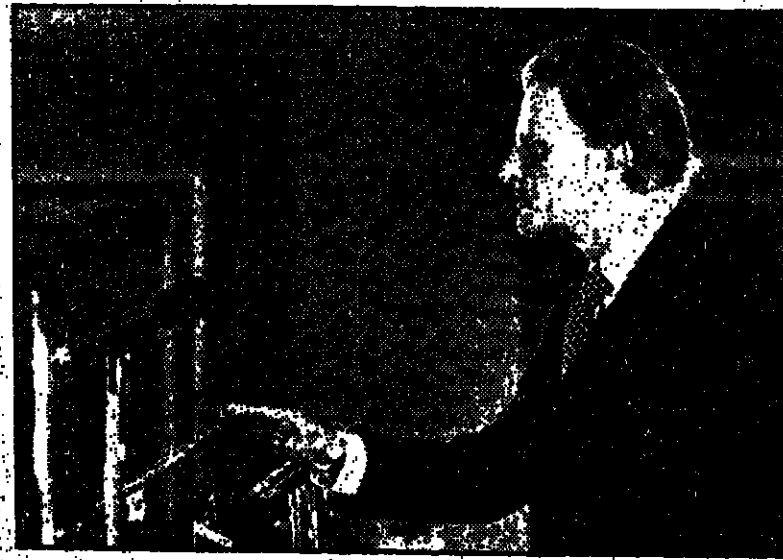
Moreover the primacy of organization over doctrine is not self-evident even in the case of the Witnesses. Take for example the fact that by contrast with the utopian sects recently studied by John Whitworth, the Witnesses have no communal aspirations, and indeed until very recently no doctrinal preoccupation at all with prescriptions for social life in this world. Beckford explains this as a function of the dominance of the publishing organization but may it not equally be a consequence of the doctrine of the imminence of Armageddon which made even an interim social ethic a total irrelevance to the early Witnesses, leaders and followers alike? In short "Publish or be damned" might quite literally have been the movement's motto.

The main body of Beckford's book is an analysis of contemporary British Jehovah's Witnesses. It is immaculately documented and carefully argued, making good use of Beckford's concept of "the process of becoming" in outlining the typical "career" of a Witness. The profile which emerges is of an essentially lower-middle-class group of respectable, hard-working people who might have joined, or more likely been passive sympathizers with Mrs Whitworth's "Whitechapel and Lister's Association" if two indefatigable Witnesses had not called to sell *The Watch Tower* or if a member of the family had not already joined the movement. One of the best things in the study is Dr Beckford's brief but devastating critique of the catch-all "relative deprivation" hypothesis. Witnesses are not notably deprived, alienated or anomic. They are frequently nonconformists brought up with a strict puritan morality who have ceased to attend their church of origin.

It is not so much that they have left the church with its accommodation to secularity and sophistication. They are not people with a wide repertoire of social roles but folk who exist between the Witnesses' restriction on the social club functions of the congregation is no real deprivation. The privatized family and man as a unit of labour—this classic recipe for an efficient industrial population is also a description of the Watch Tower membership. Perhaps the Witnesses are the final repository of the Protestant Ethic inside the Spirit of Capitalism.

Bernice Martin

How the religious behave



Billy Graham, the apotheosis of the secularization of the church?

The Social Psychology of Religion
by Michael Argyle and Benjamin Beit-Hallahmi
Routledge & Kegan Paul, £5.95 and £2.95
ISBN 0 7100 7997 4 and 8043 3

Argyle's *Religious Behaviour* first appeared in 1958 and swiftly established itself as a major work of reference in its field. The present volume is not merely an updated, but a completely rewritten version, co-authored by Beit-Hallahmi, whose experience in both clinical psychology and sociology supplements Argyle's social psychological perspective. Approximately three-fifths of the references cited have been published since the earlier book; and the bibliography is as eclectic as before: from "A study of the early environment of workhouse inmate alcoholics" to "Social correlates of transcendental experience".

The authors present the main empirical findings from a large number of surveys, some field studies and a few laboratory experiments about religious behaviour, beliefs and experience, explicitly limiting their coverage to religion in Britain and the United States. The background to this is that there is a chapter of factual information on changes in religious activity in these two countries—figures for church membership, attendance, rates of baptism, etc.—indicating a definite decline in religious activity in Britain and a steady state in America. In both countries, however, the implications of religious teaching have changed: receiving "a kind of passive acceptance" that does not influence conduct, an observation which is in curious contrast to the hundreds of studies the authors present in subsequent chapters documenting differences between religious and non-religious groups. In Britain, the trend has been towards a secularization of society; in America it is the churches themselves which have become more secular.

Most of the literature reviewed concerns the antecedents and possible underlying psychological processes leading to religious behaviour and belief. Argyle is quick to emphasize that, while these can be regarded as the causes of religious activities, they need not be regarded as the whole explanation. There are chapter-length reviews of the evidence on environmental and situational factors: on age, sex, personality and socioeconomic correlates, and on the interrelationships between religious and social-political attitudes. Each review typically summarizes the findings of a series of studies under appropriate subheadings, but apart from a few linking remarks, does not offer a synoptic view of the area, on this stage in the book, attempting to relate the findings to underlying theory.

The second kind of research reviewed is concerned with the consequences of religious belief and behaviour, asking whether religion makes a difference to personal adjustment and to a range of behaviours. Does religion bring about personality integration and

"peace of mind", or is it rather the case that religion itself is an expression of psychopathology—or at least contributes to personal maladjustment? Do "emotionally disturbed" people turn to religion as an aid? The whole apparatus of clinical psychology has been at work here, with suitably conflicting results. Joan of Arc, for example, has been diagnosed as lesbian, transvestite, schizophrenic, paranoid, creative, psychopathic, hysterical and epileptic, but "Kanyon concludes that she was basically normal, probably with very strong elderly imagery." Attitudes towards sex and sexual practices are considered worthy of a separate chapter—except, however, to be heavily on the survey by Kinsey and by Chesser.

Some kind of integration and overview is afforded by the concluding chapter, on theories of religious behaviour, in which some of the evidence from earlier sections is set against theories of the origins and maintenance of religious behaviour; but as few of the studies were originally formulated with such theory-testing in mind, and

several of the theories are couched in rather sweeping terms, the match of evidence to theory is often imperfect. Here, as elsewhere in the book, one feels the lack of studies upon the belief systems and personal constructions of reality of the non-religious. A similar feeling always overcomes one when surveying the literature on the social correlates of—for example—delinquency or educational attainment—the spotlighted group may indeed differ by this, that or the other percentage from the remainder of the population; but such sociological statistics do not straightforwardly lead us to the motivational or explanatory implications of the differences.

The picture which thus emerges is in terms of social generalizations rather than of individual religious beliefs and actions, the almost inevitable result of opting for "systematic socio-psychological" but wouldn't the book have benefited from an inclusion of data on individual experiences?

A second explicit limitation of the book is to British and American studies: and the authors are reluctant to generalize from these to religious behaviour in the more traditional and non-Christian societies. Quite rightly so, for, as they have demonstrated in relation to implications of religious behaviour are inextricably bound up with cultural context. None the less, discussions of belief, needs in man, the role of religion in supporting social interpretations of the world, and socioeconomic correlates of religious activity would benefit enormously from a comparative viewpoint.

The book is a very useful compilation for anyone seeking an "external" description of religious behaviour via a rapid but thorough survey of the mainstream social sciences; and it is up to date, eclectic, and not strongly interpretative, and largely free from bias towards any particular theory, whilst not itself generating a new theoretical standpoint.

Christopher Spencer

BOOKS

Inscrutable believers

The Religion of the Chinese People
by Marcel Granet
translated by Maurice Freedman
Blackwell, £6.00
ISBN 0 631 16050 7

Among English-speaking sinologists the works of Henri Maspero are generally better known than those of Marcel Granet, yet it has to be admitted that early French studies of Chinese history and society are underrated: one has only to note, for example, the lack of translations of Maspero's *Le Taoïsme* and Granet's *La Pensée Chinoise*. Perhaps this is partly because fashions in sinology have changed and interest has for the time being shifted away from the pre-imperial and early imperial periods on which the French concentrated. It may also be because, Creel apart, the most recent writers about the Chou and Han periods have based themselves on archaeological rather than textual evidence; even Creel omits *La Religion des Chinois* from his bibliography in *The Origins of Statecraft in China*.

Maurice Freedman was conscious of the valuable material unearthed by pioneer European scholars in their studies of Chinese texts and contemporary Chinese society. From reviving an appreciation of Granet he intended to do the same for de Groot, whose papers he had discovered in a library in Paris. *The Religion of the Chinese People* provides a useful introduction to Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas. It is sad to note how his own death at the age of 55, a year younger than that of Granet's career and ideas.

La Religion des Chinois was Granet's only attempt to cover the whole span of Chinese history in a single volume. Like Weber, he demonstrated differences between religious spirit in China and the



Confucius

Lao-tzu, the founder of Taoism

West. Weber took the implications of these much further, Granet being more concerned with actual religious beliefs and practices themselves than with the social and economic history arising from them. Indeed Freedman gently but rightly questions the very first sentence of the book, his first attempt to generalize: "The opposition between urban and rural life is an essential feature of Chinese society." The over-simplified view inevitably appeared in the early development of Chinese sociology, and is none the worse for being discussed again in the light of modern theories and further evidence. As another example of this "Only in theory did music keep its role as a principle of emulation... Music lost the function, which came down to it from the religious gatherings, of bringing voices and hearts into union." The imperial gifts of music to Korea in 114 and 1116 (*Koryŏsa*, chapters 13, 14, 70), intended to cement international unanimity by the performance of religious music on a grand scale, show that if theory was stronger

than reality by the Sung, it could nevertheless still create an awe-inspiring atmosphere. The book is divided into sections on peasant and feudal religion, the official religion (Confucianism), Buddhism, and Granet's personal observations of religious sentiment in China during the years preceding the May Fourth Movement. It is an unequal division, the greatest emphasis being on the pre-imperial sections and based, of course, mainly on Granet's special love, the *Shih Ching*. Yet despite his professed ignorance of Taoism, the 11 pages devoted to it form an excellent summary of that religion, and the final section contains some of his most penetrating comments on the Chinese attitude to the spirits, illustrating his thesis that the basis of the Chinese religious spirit is not so much the great ideals of faith, but "the feeling which... animates all individuals—namely, a profound conviction of the value of the moral tradition".

Keith Pratt

How do you recognize God's enemies?

The Just War in the Middle Ages
by Frederick H. Russell
Cambridge University Press, £11.00
ISBN 0 521 20590 1

On a recent visit to the prestigious Institute of Medieval Canon Law in California I was told that there they disapproved of *Ideengeschichte* because too little of the necessary technical preparation had been achieved to make the effort worthwhile. It is true that very little of the vast body of medieval juristic writing is in print and the subject-matter is extremely technical. But despite these formidable difficulties the students do wear ideological background and an overview of the period, and this is the problem.

Mr Russell, undeterred, has treated a central strand in western thought—the legitimacy of warfare—unimpaired by justice and the core of his book is three chapters on canonical discussions of the Just War. The warnings of the Institute are very pertinent; Russell does not, for example, convince me, with all the evidence that he is able to cite, that thought about just wars ever constituted a discrete theory capable of exposition separately from theories of punishment, crusades and so on. He has, in any event, undertaken a vast subject; besides the canonical discussions, Russell also deals with patristic and civilian treatments of the subject, and the discussions of the church of the 16th and 17th centuries around Peter the Chanter of Paris and Aquinas. Adequate assessment of the lawyers alone requires a whole book and we certainly should have been given more of the theologians. Russell omits almost entirely the less well-known kind of theologian whose material is unsuitable for this book.

Why did Bonaventura apparently pay so much less attention to warfare than Aquinas, his contemporary? We should like to know, and need to be reminded how small a part in medieval theology moral casuistry played. It was also essential to give some consideration to Bible commentaries, at least on the dozen or so key passages cited by Russell. If these show that Deuteronomy XX, for example, really did raise the first in the minds of its expositors questions about the Just War, we must take them seriously. If not, the Just War texts take on a quite different perspective.

Yet, with all these reservations, Russell's book does marshal much fascinating and often new and important material, which he displays with imagination and frequently comments on shrewdly. His story goes something like this: Aristotle coined the concept. The Romans gave it concrete form as an extraordinary legal process. The Old Testament Hebrews had simply attacked God's enemies at his command. The Christian Fathers now combined their example with the Roman ideas and subordinated both to the Gospel's deep suspicion of military activity. Some balance was necessary and therefore licit, for the Christian community had to deal with malefactors and external enemies. To prevent abuse, warfare like law was to be administered through official channels, only restricted to punishment of sin and the quest for peace. Future wars were to be just, begun (if God's direct command was not forthcoming) on the legitimate authority of a ruler who had to be obeyed and intended "to avenge injuries".

Augustine's cluster of ideas provided the framework for all medieval moral argument about permissible warfare, a legacy ambiguous from the start. Was the Just War limited or not? Defensive only, or offensive too? The starting point for discussion was Causa 23 of Gratian's *Decretum* (c. 1140), glossed and pondered over by

theologian and canonist alike for the next century and a half. Gratian intended to argue a case. Rulings on important practical questions can be found or deduced from his work. But men came to quess 23 above all for a treasury of texts, predominantly Augustinian, on the legitimate limits to the use of force. The glossators tended to specific exposition of a single text or the answer to a set question. Thus, readers will find much of interest here on the authority to declare war and the duty of obedience, on the limits of permissible participation by churchmen, and on Church wars and crusades, on attitudes to heretics and pagans, on truces, ambushes, mercenaries, and rights of plunder. There is very little on killing itself after Gratian and, if Russell's book does not mislead, little attempt at a comprehensive theory before Aquinas, whose use of Aristotle prevented him from attempting to transform the Church's spiritual authority into the legal supremacy advocated by some canonists.

In the *Summa Theologiae*, the Just War emerged still Augustinian but in modern, that is Aristotelian, clothes ready for the new nation-states. On the whole, the canonists cur a slightly better figure than their theological colleagues. But, perhaps, as Russell suggests, the medieval writers for all their faults evolved a reasonable compromise on violence, given that warfare could not be suppressed by frontal attack. The bellicose imagery into which one so easily slips demonstrates that the problems remain, as do more of the Augustinian solutions than we care to admit. This book will not suggest better ones (though I admit to a soft spot for the over-riding of Moslem prohibition of treachery if required by a just war), but it documents an all-too-imperfect part of our western tradition.

Paul R. Hyams

Juxtapositions

Comparative Religion: A History
by Eric J. Sharpe
Duckworth, £8.95
ISBN 0 7156 0897 5

The term "comparative religion" is ambiguous. One view relates it primarily to social science where it has two main roots, one in social anthropology and the other in oriental studies, especially Indology. Another view relates it primarily to theology. It is this second type which Dr Sharpe expounds in his history of the subject for the past one hundred years or so. He frequently equates his subject, however, with "the history of religions" and it would, therefore, have been more appropriate to use that expression in the title. For the two are different. Anyone who professes a discipline called comparative religion has the same right to protest against a blurring of methodology as a political scientist, say, if he were required to accept that "comparative politics" is another name for "history of politics". Perhaps Sharpe's easy-going identification of the two terms would be modified if he were to take account of such a seminal work in another field as Holt and Turner's *The Methodology of Comparative Research*.

Perhaps the best name for what Sharpe deals with is "juxtaposition religion": this describes a situation in which the material has been set out by various specialists, and all that is needed is for someone to begin the comparative analysis. A good example of "juxtaposition religion" is the *Encyclopedia of Religion and Ethics*, edited by the Scottish Free Church minister James Hastings for whose work Sharpe expresses unbounded admiration. Rightly so, no doubt, but I wonder whether a work in which "every separate religious belief and practice" is "treated in

separate articles", "each of them by a man who has made that particular custom or idea his special study" can accurately be called comparative. These are some of the data on which comparative analysis can then be undertaken. In this sense very little comparative religion has yet been begun. It is all the more regrettable that where a beginning has been made, as in the work of Clifford Geertz (who himself calls his work comparative religion), it should not be given the honour due to it. Max Weber, too, gets surprisingly brief mention for one whose work was manifestly comparative.

Such omissions are understandable in view of how Sharpe sees the discipline (the "history of religions") which he is chronicling, that is, as one closely related to theology. His book will be of great value to those who share these interests and who wish to have a readable account of an important chapter in the history of modern thought. They will learn how men such as Robertson Smith (dismissed from his post at Aberdeen for "unscriptural and pernicious work"), convinced that it was possible to go on being theologians and liberals with regard to "other" religions, brought the good news from Aberdeen to Cambridge, from Germany to Leipzig, from Uppsala to the Sorbonne. Understandably, too, Sharpe sees "religious dialogue" (that is, people talking to one another ecumenically about their different beliefs) as part of the purpose of the discipline, and includes a chapter more or less in support of this contention. In all this should reassure any nervous Christians who may still suspect the history of religions of being a work of the devil: in Sharpe's account of it, at least, it is clearly on the side of the angels.

Trevor Ling

Forthcoming in 1976

Religion and Society in Industrial England
Church, Chapel and Social Change 1740-1914
A D Gilbert

This is the first general history to cover the sociology of English religion across the whole of the vital period from the early eighteenth century to the twentieth. It is also the first study of its kind to apply, on a systematic basis, quantification and simple statistical techniques to the conventional forms of historical evidence in this area. Dr Gilbert analyses religious practice as an aspect of social behaviour influenced by political orientation, recreational needs and socio-economic status. Religious trends thus emerge, not in artificial isolation, but in their natural context as an integrated part of the larger process of social change. This is the first volume to be published in a major series of *Themes in British Social History*, under the editorship of John Stevenson. Cased £6.00 net Paper £3.50 net

Medieval Religious Houses - Scotland
Second Edition
D E Eason and J B Cowan

A comprehensive account of Scottish religious foundations from the Introduction of Christianity to the Reformation. This second edition has been substantially expanded and revised, incorporating additions, corrections and figures of the monastic population missing from the first edition. Among other important new material is a separate list of early religious foundations covering the period from the introduction of Christianity to c.1060, an entirely new section on Scottish monasteries in Germany, the inclusion of almost forty hitherto unrecorded hospital foundations, and the attempt to provide exact information as to the names and numbers of prebends found in collegiate churches and cathedrals. Probably £13.00 net

Longman

Quotations ad infinitum

The Principle of Reserve in the Writings of John Henry Cardinal Newman
by Robin C. Selby
Oxford University Press, £5.00
ISBN 0 19 826711 8

The Letters and Diaries of John Henry Newman, volumes XXVII and XXVIII
edited by Charles Stephen Dessain and Thomas Gornall, S.J.
Clarendon Press, Oxford University Press, £15.00 each
ISBN 0 19 92 06572 and 92 00580

It was said of the great German critic Walter Benjamin that, although he was a born writer, his greatest ambition was to produce a work which consisted entirely of quotations. After reading Robin Selby's excellent little book the point of Benjamin's apparently perverse ambition becomes clear. In *The Principle of Reserve in the Writings of John Henry Cardinal Newman* there is almost as much quotation from Newman's texts as there is explanation and commentary, but Selby has chosen his passages with such apposition and arranged them with such care that his own interpretative remarks are made almost redundant.

The result is an effortless demonstration, by quotation, of how fundamental to Newman's theology the principle of reserve was.

There are, however, two questions which arise out of Selby's examination to which he might have addressed himself. First: if the principle of reserve and its consequences, economy, were as fundamental as we are led to believe, why did Newman not find himself more attracted to a theory of economic trinitarianism? Second: did Newman's principle of reserve grow out of what was really a trait of character, or did he consciously adopt it as moral principle — perhaps because of what he himself referred to as "the fastidiousness of my education"? Selby does not raise the first question, but he quotes an important letter in connection with the second: "Yet what I shrink from is their [Evangelical] rudeness, irreverence, and almost profaneness; the profaneness of making a most sacred doctrine a subject of vehement declaration, or instrument of exciting the feelings."

Whenever private letters and diaries are published two charges must be answered by the editors. Does the publication constitute an invasion of privacy; is it the vulgar exhibition of thoughts and feelings intended only for intimate friends?

Dessain and Gornall are not guilty of this charge in their publication of Newman's private documents because of the character of the letters and diaries themselves. There is, in a sense, not a word in these latest volumes that is "private". I suspect that Newman never committed a sentence to paper of which he was ashamed or which he would not have been prepared to defend or withdraw in public. He was, in essence, a public man: he did not burden others with the shameful secrets of his private life. And it should be understood that Newman was a public man precisely because he was a reserved man. What he saw as a theological principle he seems to have adopted as a maxim for his own behaviour: never to reveal the naked personality and to give to other human beings only as much of himself as he judged them to need.

The second charge is one of triviality. In his long and busy life Newman wrote literally thousands of letters which can only be called "private". What interest can these hold? It is understandable that a historian might want to preserve everything Newman wrote, but it is not so understandable that he should want to bring it all before the public. Would not a large and careful selection give us a complete picture of the man? But these volumes do supply immediacy. It is one thing to be told that between June 1875 and February 1876 Newman wrote half a dozen letters about the estate of his late friend Ambrose St John and quite another to come across these letters interspersed between disputatious epistles on theological and political problems, expressions of sympathy or grief, advice on spiritual matters. There is a sense of being directly in touch with Newman which could not be achieved, and this is the justification.

The main interest in the first of these volumes is the controversy

with Gladstone on civil obedience. Newman was reluctant to become involved at first, and only felt impelled to do so when Gladstone followed up his original attack of October 1874 with a pamphlet, *The Vatican Decrees in their bearing on Civil Allegiance*. A *Political Expatriation* (November 1875) Newman's reply in January 1875 was a fine piece of work and elicited a courteous reply from Gladstone — usefully printed here in a footnote. The correspondence between the two men is characterized by a mutual respect and, on Gladstone's part, a generous magnanimity as well. But almost as fine, in its own way, as the public *Letter to the Duke of Norfolk* is Newman's private letter to Lord Elinor (October 9, 1874) on the same subject, though we may say that it is a masterpiece of Newman's comment that "the Catholic Church has been found to get on so well with every form of government". In these days of ours, when the relation of the church to the structures of the state is a burning issue in many circles.

Volume XXVIII contains fewer weighty documents, but there is an interesting letter to Matthew Arnold on university education and some correspondence on the Turkish question. Wilfrid Ward in his biography (reviewed in these pages 1875-1879, Newman's "silence and depression were very noticeable", but although there is some talk of death, the only evidence of this state of mind is in two letters written in the spring of 1876. "as if his weary, anxious, and drooping body the extreme beauty of the ever-triumphant spring seems to have something of young mockery in it" (April 25).

From these volumes there is no doubt that Newman possessed some of the qualities of a great writer. The same time there is a lack of some things essentially human — spontaneity and humour. His tone is relentlessly earnest, at times stiffly self-conscious. There is no sense of his own absurdity, no laughter which enables him to distance himself from his own preoccupations.

B. L. Horne

BOOKS

Mixed marriage

A Sociological Yearbook of Religion in Britain 8
edited by Michael Hill
SCM Press, £2.80
ISBN 0 334 01628 2

This is the last appearance of the yearbook in its present form, which prompts some thought on yearbook eight as a representative of the series as a whole. It is very similar in content to its predecessors and fairly reflects the strengths and weaknesses of the series and of the sociology of religion in Britain. Michael Hill's response to the reviewer who did not see how the yearbook could "hang together" was that "apart from the sociological emphasis the only thing which keeps the collection together is the binding." In yearbook one in 1968 the first editor and founder of the series, David Martin, admitted that the volume was eclectic, but at that time he was hopeful that it would be possible in future volumes to choose subjects more thematically. The fact that it has not been possible to maintain such a policy is symptomatic of the faltering progress of British sociology of religion. There has been a proliferation of work in the area but little consolidation, so that development in breadth is not matched by progress in depth.

The present editor's preface takes a more sanguine view of the progress and speaks of a renaissance in contemporary British sociology based on a rediscovery of the classical tradition (Comte, Spencer, Marx, Durkheim and Weber) in which religion was central. The sociology of religion is pronounced to be thriving as a result of the valuable cross-fertilization between the theoretical sociology and the study of religion. For proof of this we are directed to the pages of this

book where "hopefully" (do I detect a slight loss of confidence?) "some evidence of it will be found". In fact, at a rough count without benefit of an index, I could find no reference to Comte, Spencer and Marx in the nine chapters, and only one chapter referred to Durkheim. Weber was exceptional in meriting a reference in three chapters. But in the chapter which dealt directly with an aspect of a topic about which Weber had not written, Islam, he was not mentioned; nor was there any mention of the work of Turner, a distinguished British expositor of Weber's writings on this topic. All too often it seems as if an article has to be either about theory or about a particular religion. On the other hand, it could be that sociology of religion research has moved on beyond the classics and its practitioners may have taken to heart Whitehead's aphorism, "A science which hesitates to forget its founders is lost". And yet the editors of a recent American symposium on a topic, *Beyond the Classics?*, confessed that they added the question mark after they had read the contributions. They concluded that the accumulated record is meagre and little can be cited in the way of orderly growth based on classical foundations.

It is significant that two of the most original and sociologically useful articles in the yearbook explicitly build on classical foundations: Cole's fascinating essay on "Football as a 'Surrogate Religion'" and Turner and Hill on "Methodism and Politics: The Definition of Politics". As always the yearbook's eclecticism also yields an interesting crop of informative articles on specific groups: Whitworth on the Shakers, Potter on nineteenth-century millenarianism, and Sharot on Sabbatarians. There might be a case for arguing that a British sociology of religion journal to take such articles and encourage the yearbook publisher to replace it with an occasional volume featuring articles on a single theme.

Kenneth Thompson

Sociology's holy trio

Social Context of Theology
by Robin Gill
Mowbray, £6.50 and £3.75
ISBN 0 264 66019 6 and 66290 3

Most sociologists interested in the study of religion would now accept that a degree of theological insight is a necessary qualification for their work. It has not always been so. At least until the late 1950s a lot of what passed for the sociology of religion fell into two main categories which had little to do with theology. On the one hand were studies which formalized the characteristic features of different types of Christian organization without being unduly concerned with their members' beliefs. On the other hand was the species of "religious sociology" which began by assuming certain denominational commitments before embarking on the market research techniques of head-counting and pew-filling.

Paradoxically, a more sophisticated concern with theology lay at the heart of one of the sociological classics in the interpretation of religion: Max Weber's "Protestant ethic" which, despite periodic attempts at destruction, has all the resilience of a Hammer Films *Dracula* starts from a detailed examination of the development of Calvinist theology, followed by the question: "What must it have meant to hold those beliefs?" Confronted by the theology in the sociological approach to religion.

Having said that most contemporary sociologists of religion would acknowledge the importance of theology, it does not necessarily follow that they are good at it. Robin Gill, however, is. The fact that his academic background includes both sociology and theology makes this an articulate and sensitive treatment of the boundaries as well as the com-

mon territory of the two disciplines. The book takes up the significant theme that some of the fundamental concerns of sociology's holy trio — Marx, Weber and Durkheim — are theological in origin: one needs only to read the importance of alienation for Marx and disenchantment (literally, "demaigolizing") for Weber. There is a splendid analysis of the tradition which academic sociology, which perhaps too glibly missed as theologically biased, developing this issue. Gill makes a distinction between the anthropological atheism of a writer like Peter Berger and the rampant positivism of early, rationalist theories of religion.

Another sociological "hot cause", Harvey Cox's *The Secular City*, is given a critical though respectfully supportive analysis; and another amateur sociologist, John Robinson, is subjected to critical scrutiny. Berger's concept of "plausibility structures" provides a lynch-pin in the area of secularization and social change, and Gill offers an extremely useful example of the interplay of theology and sociology when he draws on the social assumptions of different participants in the *Holocaust* debate. The final section of the book, on the secularization debate, is one of the most succinct and successful expositions of this subject I have yet encountered.

In sum, this is an excellent book. It is well informed on both sides of its subject-matter and makes a genuinely new contribution to an old debate. It is a book that encourages a new discipline by using insights from the other, to dilute never finds it necessary to either or distort his account of either.

Michael Hill

BOOKS

Moral words

Saint Basil on Greek Literature
edited by N. G. Wilson
Duckworth, £7.95 and £2.95
ISBN 0 7156 0872 X and 0924 6

In central Turkey, which formed part of Cappadocia in the Roman Empire, two brothers were born during the fourth century AD both of whom were to become bishops and saints. The elder of these was Basil, a man of remarkable energy. He played a notable part in the establishment of monasticism in Asia Minor and amidst many other clerical activities found time to maintain a considerable literary output. By modern taste he appears at his best in his letters of which more than 300 survive. But the work for which he was best known in later times is this short treatise, a familiar form of literature in later antiquity whereby the writer encourages his readers to pursue the life of philosophy or to improve themselves in general. Basil has a specific subject and, at least ostensibly, a specific audience: he is writing to his nephews (and perhaps nieces) to explain how they as Christians may derive benefit from the study of Greek literature.

This was no mere academic exercise. Christians of Basil's time and place could not avoid taking up an attitude towards Greek culture. He himself, like many fathers of the church, had been educated in Greek philosophy and rhetoric; like Augustine he had taught rhetoric as a young man and he was completely familiar with the efforts of earlier theologians to accommodate parts of pagan thought within Christian teaching while preserving the unique truth and value of the scriptures. In some of the earlier fathers, especially Clement of Alexandria and Origen, those elements in Greek thought which were compatible with Christianity are justified by arguments about the divinity of human reason (a Platonic

and Stoic legacy) and the gift of divine inspiration to certain pagans. Basil's essay is a much simpler exercise. He writes with full confidence and no knowledge of philosophy is assumed. His message consists essentially of two related propositions: first, Greek literature contains much that is useful to the Christian if he attends to texts which praise virtue and exemplify it in action; second, such passages, though only of a comparative light of scripture, are a valuable training and preparation for its study.

Mr Wilson's book contains a 16-page introduction, the Greek text (reproduced photographically), with commentary and improvements from the 1935 edition of Boulenger, commentary, and a short appendix on the manuscripts. The reader who has primarily in mind are students who have some knowledge of classical Greek, and one of the merits of the book is the opportunity it provides of seeing an author who, though Aristotelian in principle, differs in many ways from classical prose writers. Wilson is particularly helpful on Basil's style and vocabulary but in the space at his disposal it would have been better to prune some of the grammatical observations and give more coverage to subject-matter.

The principal reason for reading Basil today is the light he sheds on pagan and Christian culture in his time. Even in a short edition Wilson could have commented on the limited range of Greek literature Basil cites, his practice in his letters, and the methods of pagan authors in referring to moral exempla. More discussion of Basil's imagery and more guidance on the use of rhetoric would have been useful. But it is all too easy to criticize omissions from a book when brevity, in such unfavourable economic conditions, must be counted a virtue. Wilson has done a valuable service in making this interesting little treatise accessible to students.

A. A. Long

Buddhological problems

The Message of the Buddha
by K. N. Jayatilaka
edited by Nandan Smart
Allen & Unwin, £3.50
ISBN 0 04 294091 5

An eminent American anthropologist wrote some years ago of the remarkable opportunity offered to the western student by Buddhism which, since it appears to reject belief in God, the soul and salvation, seems to be a great exception to the general understanding of religion and culture. But on arrival in Burma for fieldwork he discovered that it was a pseudo-problem because some doctrines had been distorted in transmission and others were ignored or rejected by the faithful. His research convinced him that Buddhists differ very little from other people and even to ignoring some official doctrines they are very like Christians and Jews. This was Melford Spiro in *Buddhism and Society*, but it is even more instructive to observe how a western-educated Buddhist interpreted his traditional beliefs for a largely foreign audience. K. N. Jayatilaka was one of the leading Buddhist scholars in Ceylon and his *Early Buddhism: The Way of Knowledge* was a specialist work which discussed Indian philosophical teachings about authority, reason and faith. The chapters in his new book were lectures and talks for radio and other audiences, put together posthumously, which shed light on the philosophical and theological, or rather Buddhological, problems from the inside.

The Buddhist attitude to God is a well informed and, at times, a well written and interesting exposition of Buddhist theory, not of pagoda religion, which shows how rich and complex it is. Jayatilaka is a well known and respected Buddhist scholar and his book is a valuable contribution to the study of Buddhism. It is a book that encourages a new discipline by using insights from the other, to dilute never finds it necessary to either or distort his account of either.

Geoffrey Parrinder

A way to God

Ideals and Realities of Islam
by Seyyed Hossein Nasr
Allen & Unwin, £2.95
ISBN 0 04 297034 2

Seyyed Hossein Nasr, the author of this work, is undoubtedly one of the most influential apologist for Islam to the western world at the present time. It is not merely that he is a fluent and convincing speaker in English and also writes well, but after his studies for a degree in science at the Massachusetts Institute of Technology and for a master's degree and doctorate at Harvard he has a fuller appreciation of the western outlook than most Muslims and is aware of the difficulties which arise when westerners try to understand Islam. He is also a like-other Muslim, in that he has some familiarity with contemporary Christian attitudes and concerns. A Christian troubled with intellectual doubts about Christianity or trinitarian doctrine might well find something attractive and exciting in this presentation of Islam: but the chances are that the majority of the persons who are groping for a formulation of the Islamic faith will make sense in the modern world and will be intellectually respectable.

When all this has been said, however, it must also be emphasized that the author is not an impartial observer but a committed believer, who is stating a case for his own traditional form of Islam. It is common knowledge that he is not an isolated individual but one of a group which includes such persons as Frithjof Schuon whose book *Understanding Islam* he frequently commends here. One of the essentials of this approach is to accept all religions as ways to God, and to admit that "to have lived any religion fully is to have lived all religions". At the same time it is claimed that Islam is both the primordial religion and the last religion, since it is the most complete which comprehends man and the universe about him and lies in the nature of things. Prominence is given, too, to the mystical, or esoteric side of Islam, though not to the exclusion of the other aspects. Yet these aspects tend to be interpreted from a mystic point of view.

Altogether, then, one might say, this is a presentation of a certain ideal of Islam rather than of the realities. Only in the discussion of the family life the author conservatism for he confines women to their specifically womanly roles and does not see her as earning her living. He is also an Imamite (or Twelver) Shi'ite, and in his last chapter claims that Sunnism and Shi'ism both "remain within the total orthodoxy of Islam" — a claim which is in line with the trend towards a pan-Islamic "ecumenism" found in some Sunni and Shi'ite circles, but which would be strenuously resisted by many Sunnites.

W. Montgomery Watt

Reviewers

Kelth Clayton is professor in the school of environmental sciences at the University of East Anglia; B. L. Horne is a lecturer in Christian doctrine at King's College, London; Paul R. Hyams is a fellow of Pembroke College, Oxford and his book *Kings, Lords and Peasants in Medieval England* will shortly be published; G. H. McWilliam, professor of Italian at the University of Leicester, has published a translation of the *Decameru*; Christopher Spencer lectures in social psychology at the University of Sheffield; Kenneth Thompson's books include *Bureaucracy and Church Reform* and *Augustine Comte: The Foundation of Sociology*; he is senior lecturer in sociology at the Open University; W. Montgomery Watt is professor of Arabic and Islamic studies at the University of Edinburgh; Dennis Holland is editor of the *Journal of American Studies* and author of *Wilfred Owen: A Critical Study*; he is now in the department of American studies at the University of Manchester.

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SCOTTISH ACADEMIC PRESS
28 PERTH STREET, EDINBURGH

God Being History

Studies in Patriotic Philosophy
By E. P. MEIJERING
The author presents papers on Irenaeus, Arius, Athanasius, Gregory of Nazianzus, and Cyril of Alexandria. In addition, the book includes papers on the relation between platonism and patristic philosophy, and on the relevance of patristic philosophy today. The book is a contribution to modern research into the encounter between early Christian theology and ancient philosophy.
1975. 195 pages. US \$24.95/Dfl. 60.00. Paperback

The Deferred Revolution

A Social Experiment in Church Innovation in Holland, 1960-1970
By W. GODDIJN
"This is a fascinating sociological and theological analysis of the changes that have occurred in Dutch Catholicism since 1960... an important reference for those in any country who are committed to the renewal of their Church and their Faith."
"This fascinating book is a valuable contribution to religious research."
— Albert J. Moneoz
1975. 208 pages, 167 ill. refs. US \$10.50/Dfl. 26.00

Trial of Faith

Religion and Politics in Tocqueville's Thought
By D. S. GOLDSTEIN
This volume is an examination of Tocqueville's views on the role of religion in society, especially in modern democratic societies. The author shows how these views were rooted in his personal religious beliefs and in his diagnosis of 19th century French society and politics.
Trial of Faith is a contribution to Tocqueville's scholarship, interpreting Tocqueville's religious position and relating it to other aspects of his thought.
1975. 158 pages. US \$11.25/Dfl. 27.00

Dictionary of Symbols and Imagery

compiled by AD DE VRIES
This dictionary contains the most important symbols and images which, in the course of time, have appeared in the literature, religion, psychology, folklore, heraldry, astrology, etc. of Western civilization.
1974. 524 pages, over 2500 entries. US \$41.75/Dfl. 100.00

Vigiliae Christianae

A Journal dealing with the study of ancient Christian life and language.
Editors: Christine Mohrmann, P. G. v. d. Nat, G. Quispel, W. C. van Unnik and J. H. Waszink.
Vigiliae Christianae is published by North-Holland Publishing Company in quarterly issues, each consisting of 80-90 pages.
Volume 30 is published in 1976.
Subscription price: \$36.25/Dfl. 85.00
Prices are subject to exchange rate fluctuations

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Scottish Journal of Theology

MONOGRAPH SUPPLEMENTS

REVELATION AND THEOLOGY
An analysis of the Barth-Hurnack correspondence of 1923
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Down to brass tacks with case studies

How often is it that students, particularly those studying for professional qualifications, complain that the theory is not relevant? "Let's get down to brass tacks" is one of the often-repeated pleas for relevance, and tutors may well find that case studies are one of the weapons needed in their armoury.

With case studies a start is made with the specific before moving to the general. Students have to grapple with a particular problem before attempting to perceive it in its broader perspective. The need for theory is created, and to theory becomes relevant. And it is for this reason that case studies have had their first use in professional courses, in the field of management, medicine, law, and more recently teacher education.

Not only do case studies help to bridge the gap between theory and practice but they provide opportunities for the student to be active; interpreting and making sense of information, evaluating arguments and making decisions where, for example, technical and human factors interact. Skills such as these are needed every day in the professions and case studies can be collected and designed to give students the necessary practice.

But what exactly do we mean by a case study? It may be anything from a one-sentence description of an event to a full scenario of events, including transcribed dialogue. A favourite format is giving students extracts from letters or other documents describing very different views of the same situation.

For teachers in training the Science Teacher Education Project (STEP) gathered together 20 such studies related to a fictional comprehensive school (Meadowbank School, ed) Roy Schofield, McGraw-Hill, 1974). Their titles include "Other People's Lessons" a blow-by-blow account, "Parent's Com-

plaints", and "Crime and Punishment—a staff disagreement".

There are several ways in which these can be used: the tutor could set a written assignment based upon it; the students could read it, individually prepare answers to the appended questions, and then compare and justify their answers in small groups; or they could role-play the part of the characters in unscripted drama.

The great appeal of even the simplest of such materials for students is worth examining, and although the above examples are concerned with teacher education, readers may like to consider their applicability to other professional courses.

One case study used in trials of STEP materials was called "If it happened to you . . .". It consisted entirely of short descriptions of critical incidents for discussion in small groups, under the general instruction: "What would you do, and why?" Student responses to these small group discussions are almost invariably animated.

But what kind of learning is achieved by the resulting exchanges, and why do students find the task so absorbing?

Apart from the immediacy and relevance of incidents seen to be connected with discipline, the students found it a particularly useful opportunity to sort out their ideas and opinions, and they also very much enjoyed the social element of working together in groups. Tutors, incidentally, tended to underestimate the importance of these latter two considerations.

The next decade could see an explosion in the use of case studies in higher education.

John Haysom

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Student records: hit or miss?

K. G. Collier discusses examples of data collecting systems

How effective are different types of teacher-education courses in preparing students to teach children to read? How effective are different types of courses in preparing students to exercise discipline in the classroom? How far is the influence of the courses dependent on the "atmosphere" or climate of relations in the institution? How will a three-year BEd course differ from a three-year certificate course in its professional effectiveness?

These are some of the questions which anyone involved in teacher-education must inevitably be asking, particularly in view of the massive reshaping of the system, and to which there are no adequate replies.

The Committee for Research into Teacher Education (CRITE), a committee composed of representatives of the Association of Teachers in Colleges and Departments of Education, the Universities Council for the Education of Teachers, and the National Foundation for Educational Research, with others from the Department of Education and Science, the Social Science Research Council, Schools Council and the Society for Research in Higher Education, has been endeavouring to stimulate research in this field since 1969.

It has organized conferences, collaborated with SSRC in arranging seminars on the planning of such research, and initiated the mapping of the field. One of its areas of interest has been setting up of data banks on student populations: if any comparisons are to be made between courses, information is needed on the characteristics of the students passing through those courses, and this must, for ready access, be stored on a computer.

The initiative in this respect was taken by Bede College, Durham, where a data bank of student records was set up in September 1969, under the direction of Dr R. P. Smith and with the assistance of Dr J. Hawgood and Mr M. Bell of the Durham University computer unit.

The normal biographical information such as age, sex, education, home region, etc., were coded and put on the computer. With the collaboration of Dr J. P. Smith and his colleagues, a college that wished to establish a computer system would find it economical in time and manpower to adopt one of the two existing systems.

The assimilation of the teacher-education system to the further education system would create no problems for colleges of education that embarked on computerized records, since the records of student teachers

than the usual processing of record cards through the college administration for the DES.

In addition, the college academic board decided to obtain by means of standardized tests further information—not required or seen by the DES—on general intelligence and certain aspects of personality, which was also stored on the college tapes at the university computer. Close collaboration was established with student representatives from the outset and stringent safeguards maintained in regard to confidentiality.

Another approach to student records was initiated at Didsbury College, Manchester, by Mr E. Blackburn. The objective was to model on the Bede scheme but the primary object was to simplify the use of student data for normal college administration.

The biographical data of the incoming students were assembled and transferred to the computer before their entry to college and the computer has used for producing all the usual lists required in college organization; students received a copy of the computer print-outs at entry and checked the accuracy of their records. They were subsequently given computer print-outs each year. These developments raise several questions which CRITE has set up a sub-committee to examine.

In the first place, the uses of such a system have yet to be fully explored. Students' addresses and course registrations, biographical details and progress records, information to the academic board on withdrawals, entry qualifications and so on—all this kind of information can be made more quickly and easily available from a data bank than manually.

Those people with experience of computer systems insist that it is only with use that the full potential will emerge. The research possibilities would be greatly enhanced by the existence of compatible records covering a number of colleges.

A second question raised by a number of colleges—over 100 representatives attended a conference organized by CRITE on data banks—concerns the procedure for another college to set up a similar system. In a review of Mr Hawgood and his colleagues, a college that wished to establish a computer system would find it economical in time and manpower to adopt one of the two existing systems.

The assimilation of the teacher-education system to the further education system would create no problems for colleges of education that embarked on computerized records, since the records of student teachers

required by the DES are much fuller than those of further education students.

The most controversial area of the development, however, is the inclusion of psychometric data in the data bank established at Bede College. When the college academic board decided on this aspect in 1969 it was envisaged that accredited persons would be concerned to investigate the comparative effectiveness or influence of different colleges, programmes and activities, whether within Bede or among several colleges, and in any such comparisons it would be valuable to have not only basic biographical data on the student populations, but also information on general intelligence and personality.

Accordingly, AEA, Cattell's 16PF test and Rokeach's dogmatism scale were used, and these, of course, represent the areas in which confidentiality is a sensitive point. But as time passed, and the anthropological model of educational research advocated by Parlett and Hamilton (Parlett, M., and Hamilton, D. *Evaluation of Innovation: a new approach to the study of innovative programmes* (Centre for Research in the Educational Sciences, University of Edinburgh, 1972) gained in credibility, doubt has been cast on the independence of psychometric data.

In my opinion the factors of general ability and personality orientation in any student remain important dimensions to be taken into account; but this is no longer accepted. Furthermore, those who would still accept the need for such data must not be too easily convinced that the particular tests adopted at Bede are the most suitable, or indeed that any such evidence should be assembled except in relation to a specific research project.

The difficulty of administering such tests and computerizing the results on an ad hoc basis is, however, a practical argument in favour of the present arrangement. Until now relatively little use has been made of the data bank either by internal investigators or by outside researchers.

But it must be recognized that vast changes in organization and curricula are taking place at the present time, and it is of great importance that these should be kept under constant monitoring. Any monitoring of such large-scale changes would require certain basic information about the student population to be made available.

The author is the former principal of Bede College, Durham.

The machine in the examination room

The prime purpose of an engineering education is to develop a knowledge and understanding of the laws which govern natural processes and to foster the ability to apply this knowledge creatively to the physical solution of the problems of the human environment. At the same time this learning should surely be developed in a technical environment which is at least as up to date as that being currently used in engineering practice.

There can be little doubt that current technical practice makes extensive use of electronic computers and calculators of all kinds for engineering calculations, and probably no office is without one or the other. The computer has naturally and easily found a secure place in undergraduate "courses" almost everywhere, but the use of the pocket calculator by students in examinations has met with a certain resistance, not least by some of the students themselves. It seems that this concern is ill-founded and based upon misconceptions about the advantages to be gained and the difficulties which may arise.

Two principal arguments are put forward against the use of calculators in university examinations. In the first place there is some concern that it could be unfair to allow those students with superior numerical power to acquire sophisticated equipment which could give them an advantage over the financially poorer slide-rule pushers. If indeed this were the case there would be justifiable concern.

The apparently easy solution of officially supplying calculators to all students who demand them in

examinations, poses problems of restricting the student's otherwise free choice, and leading to unreasonable expenses in a time of stringency, if obsolescence is to be avoided.

Secondly, it has been suggested that the calculator, even the desk model, will make it more difficult for the examiner to construct credible questions. Furthermore, it is argued, greater dangers will exist for the loss of marks due to the occurrence in scripts of gross errors which the examiner will find difficult to locate.

Certainly, by setting the limit of sophistication to the slide rule, one can restrict the examinee to an almost precisely defined place of apparatus, financially within the grasp of all, but at the cost of stifling progress and avoiding the familiarization with current techniques. It would be a foolish student indeed who enthusiastically adopted a calculator for his everyday work only to have to discard it for the unfamiliar at the time when familiarity is paramount.

Correction

In our issue of October 31, in the microfilm inset two errors occurred in Mr. Allen B. Veaner's article. In the first, the title of the article referred to a proposal to make available books from the Harvard University Library for \$15 dollars per volume, it should have read 15 cents. A few lines further down, where the cost was quoted as 15 dollars per volume, it should have read 15 cents.

One advantage we have learnt from automatic machine calculation is the need to be very much clearer, less ambiguous and more logical in the organization of our calculations. It is now expected that the student, and order of a described independent thought process, will be required to show the actual arithmetic itself. With this has come the benefit of a wider understanding of procedures and accuracy and a consequent improvement in the ease of checking the logic as well as the arithmetic of a problem's solution.

This surely represents a real advantage to the examiner whose concern must be primarily to ensure an adequate understanding of the processes and methods of engineering, rather than to check the examinee's abilities in arithmetic. It also explains why the issue is really a problem. The examination question becomes more difficult to set since the same concern with principles will always remain. The familiar "second part of the question" based upon a numerical evaluation to demonstrate that the statements of principle are understood, but that simply memorized material should be even more a matter of creating a logical process of calculation for solving the problem—a reasonable algorithm—than has been common in the past, and a demonstration of arithmetic skills should be avoided.

P. B. Morice

The author is professor and head of the department of civil engineering at Southampton University.



Four drawcards the film business has over conventional publishing

The plight of the academic book publisher has been much debated in *The Times* over the past few months. To study the difficulties of publishing academic material and to see possible solutions to these difficulties was the purpose of a survey conducted this year among academic book publishers and micropublishers in the United Kingdom.

In the first stage of the survey, books were investigated. Using the *Aslib Book List* for 1974 as a guide, a sample of 110 books in the natural sciences and medicine issued by 36 publishers was chosen. The criteria for inclusion were that the books had to be cloth bound, first editions, originally published in the United Kingdom in 1973 or 1974. Only books of a tertiary academic nature were selected. It was felt that this type of book should be studied since it appeared to be a good candidate for eventual republication in microform, due to rising costs of reprinting in the conventional manner.

At the end of this stage of the survey, 34 questionnaires had been returned by 11 publishers. The data was computer analysed and the results were converted to January 1973 prices by applying the Retail Price Index. All the books were compared with one another in terms of the cost of various operations of the publishing process expressed as a percentage of net sales receipts.

The average of each of these costs, expressed in percentages, over the 34 books was—

Total net sales receipts	100.00
Total production costs (excluding bindings)	27.20
Sub-editing	2.83
Composition and corrections	15.95
Machining	4.59
Pressing	2.69
Binding	6.69
Jackets	1.92
Sundries	1.89
Total publishing overheads	45.75

Editorial overheads 7.71
Promotion 6.55
Distribution and warehousing 10.02
Office overheads 10.92
The above table excludes taxes and depreciation on inventory. Royalties are also excluded since this cost was given as a percentage of the list price in each case. Since the cost of each individual item was not given for each book, these items do not add together to equal total production cost or publishing overheads. Binding costs were excluded from total production costs since publishers vary as to the number of copies of each print run to bind.

Therefore for academic book publishers, composition is the greatest production expense, followed by binding and machining. Book publishers can reduce their costs in these areas by employing cheaper methods of printing or by abandoning the conventional book in favour of micropublishing. Of the 11 cooperating book publishers in the survey, four are now considering microforms for reprint purposes.

In the micropublishing part of the survey, the total operations of a number of firms were studied. The firms were: A. B. Veaner and A. M. Mackenzie's *Microform Market Place* was used as the primary source of information. UK micropublishers. In all 26 micropublishers were interviewed or otherwise provided information for the survey. What a micropublisher is and what a micropublisher does can best be described in comparative terms to certain functions of the book publisher.

The major marketing divisions of the book publishing industry have been recognized as hardback, paperback and reprint publishing. Some book publishers will be instantly recognized as specializing in one of these functions by their reprint. On the other hand, micropublishing is not as yet so well defined.

Micropublishers, in general, are suppliers of information in microform but if a micropublisher issues

Mary M. Nash examines the advantages and

disadvantages of micro publishing for a possible

answer to the financial plight of the academic publisher

material previously published in conventional form, he should really be called a micro-republisher. Eleven of the 26 micropublishers in the survey were strictly in this category with the remainder doing some republishing but mostly issuing original publications on microform.

Those original materials are considered unsuitable for publication in conventional book form due to excessive bulk, complexity or minority interest. Many firms and institutions are considered micropublishers but only a few are micropublishers in a primary sense. Among the micropublishers surveyed are libraries, newspaper, book and periodical publishers, learned societies, government departments and service bureaux.

In obtaining original materials for publication, book publishers and micropublishers must follow essentially similar routes. Today's academic book publisher increasingly commissions works to be written by selected prospective authors and less than 10 per cent of the work is now being published than was formerly the case.

Even more than in the case of book publishing, the micropublisher must actively solicit the desired material from authors, libraries or individuals. Most original projects of a micropublisher come to fruition only after long and patient negotiations. Many authors are still reluctant to consider microforms as a suitable medium for original publication.

With libraries or individuals, the micropublisher must continually assure the owner of the text of the economic advantages, corporate or personal, of allowing the material to be published in microform.

In the sub-editing, design and composition stages of publishing, both types of publishers can face the same total expenses and problems, despite differences in their medium. If the micropublisher's original product consists of unedited, unpublished materials such as historical manuscripts which should be kept in their original form, he might face additional editorial expenses in supplying introductory essays or guiding materials to the work.

Some are the days when material was simply microfilmed and sold without any scholarly editing or evaluation of the work being attempted. Composition charges, as we have seen, are the academic book publisher's greatest production expense. The micropublisher, however, has many options open to him in regard to composition because for him the method of printing off is independent of the chosen composition method.

It is in the production stage that the micropublisher gains his first definite economic advantage. The book publisher, by the very nature of his activity, engages in edition publishing and must produce a certain number of copies in one operation for the venture to be practically as well as economically feasible. But a micropublisher needs only to make a master copy of his project and can await definite orders before making any more copies, thus operating an on-demand system of publishing.

Today very few book publishers carry out their own production but of the 26 micropublishers surveyed, 11 do their own filming and processing. Where they do not do so it is more difficult to carry out and demand publishing since the service bureau's sliding scale of charges militate against it. Binding need not concern the micropublisher to the same extent as the book publisher, although the cost of read for roll microfilm and envelopes for microfiche must be taken into consideration in costing the operation.

In considering publishers' costs for such overheads as storage and distribution, micropublishers have an advantage due to the compactness and portability of their product as well as the method of reproducing copies. Micropublishers need only to hold the master copy in order to produce, on request, as many copies as the

book publisher must inevitably produce at one time and then hold in stock until sold. Promotion expenses for the micropublisher can reach the same proportions as for the book publisher, since they both use the same publicity methods. If the micropublisher occupies comparable premises to those of the book publisher, his overheads for this item will be similar.

Book publishers depend heavily on middlemen such as wholesalers and booksellers for distribution and must give a discount of about 30 per cent of the list price to cover their expenses and profit margins. Micropublishers normally supply directly to the user but, as the industry grows, distributing agencies are being set up. They however, receive discounts of only about 10 per cent for their services.

Royalty percentages to authors and other suppliers of publishable materials are higher in micropublishing than in book publishing and generally range from 15 to 20 per cent of the list price of the project.

Therefore micropublishers have the advantage over book publishers in four distinct areas: production and distribution of micropublications only slightly fewer functions are carried out but each



The micropublisher's art—reproduction of First World War poster.

function requires probably fewer operators in the case of the micro-publisher. Also less time and capital investment are needed to carry out most micropublishing projects, giving the micropublisher a better chance for survival in times of inflation.

However the microform is still

only considered as a secondary medium for publication due to some inherent disadvantages. A good, inexpensive, portable reader is still not on the market. Other disadvantages are the lack of standardization in the industry, weak bibliographic control of the medium and copyright problems.

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